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ABSTRACT

One hundred and forty-four citations, including the bulk of the publications that have appeared in the last ten years, are listed in this annotated bibliography on continuing social work education. It is intended for administrators, professional specialists, technical experts, adjunct teachers/trainers, administrators of host organizations, and the professional involved in agency-based staff development programs found in a host of social welfare and human service-related organizations. Publications listed include books, reports, journal articles, papers, and dissertations. Appropriate publications were chosen from the four basic bodies of literature--social work, mental health, continuing professional education, and adult education/learning theory. The volume is arranged in four parts. Part one lists some publications which deal with continuing education (CE) practice and philosophy. Part two is devoted to theoretical underpinnings (adult learning, manpower utilization, organizational change, continuing social work and professional education theories and staff development, and inservice management training). Part three discusses continuing education methodologies (CE program planning and development, continuing education program (CEP) management, consumers of continuing education, needs assessment and evaluation, linkages in organizational relations, mediated technologies and adult education methodologies). Part four focuses on continuing education policies and related regulations such as licensing and certification. (NE)

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Continuing Social Work Education:
An Annotated Bibliography

by Grant Loavenbruck
and
Carol Crecca

S0013658

Council on Social Work Education
New York

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FOREWORD

In order for any profession to maintain its vitality in a society subject to rapid information expansion and technological innovation, it must develop an effective system for knowledge and skill development and transmission. The formal training programs in university-based professional schools are one such vehicle. Another critical mechanism, particularly relevant to those who have completed their formal professional education, is the continuing education program. Social work only recently has begun to consider carefully the need to build an effective continuing education system for its profession. As priorities for social programs change, and as new knowledge content and skill development emerge, social workers must consider the new educational challenge presented to their practice. This is sometimes resolved by initiating new advanced degree programs. A sound alternative for many, however, is high quality continuing education.

The rapid movement to legal regulation on a state level, of social work practice, also has brought with it a new demand for continuing education as an eligibility requirement for relicensing.

All professions have a deep responsibility to assure consumers that their accredited members practice from a relevant and competent knowledge and skill base. Continuing education can help provide such assurance.

This annotated bibliography can be of significant value to those individuals seeking to learn more about the theories, methodologies, and administrative aspects of continuing education programs. The Council on Social Work Education is pleased to offer this volume as a contribution to the literature on this most important educational and labor force professional issue.

NEW YORK CITY
AUGUST 1980

ARTHUR J. KATZ
EXECUTIVE DIRECTOR

PREFACE

Continuing education may very well be the most important component of social work education for the 1980s. It could be the key to the success and impact of social work education for a number of pressing reasons.

Continuing education probably is the fastest growing segment of social work education, both in size and importance. Similar surveys conducted in 1974 and 1978 by Southwick (p. 64) and Loavenbruck (p. vi) respectively offered comparative evidence that the number of social work education programs - graduate and undergraduate - indicating that they had a continuing education program (CEP) doubled during this four-year period.

During this same period, the budgets of most of these CEPs increased dramatically. Many of these CEP budgets comprised a significant proportion of their host social work education program's budgets. Concomitantly, the diversity of funding sources for these CEPs also expanded significantly. Federal, state, regional, and local public sector training grants and contracts often make up a large part of CEP budgets. These funds usually are accompanied by university funds, other private philanthropic grants, fees, and other sources of revenue.

Along with such expansion in fiscal resources has come the obvious growth in size and complexity of many of these CEPs. They are becoming bureaucracies within bureaucracies; many of them with sizable staffs, including administrators, professional specialists, support staff, and often large cadres of adjunct faculty/trainers from within and outside of the universities. As the CEPs' functions multiply and their structures become more complex, they also are viewed increasingly as one of the major linkage mechanisms between the social work education program and the social service agencies, the social work profession, professional licensing authorities, the rest of the university, and the general public.

As social work education programs increasingly experience diminishing applications for enrollment, like the rest of academia, the CEPs are being utilized as important student recruitment vehicles. Often the busy practitioner will use participation in CE activities as a way to "test the water" en route to the next step in the social work education continuum.

Further, there is in recent years the general phenomenon of increased concern with maintaining professional competence for most of the human service professions. This is certainly true of social work. Increasingly, the public and the social work profession are demanding that social workers demonstrate at least the attempt to maintain and expand their competencies through CE participation. As of 1980, 11 states had social work licensing laws with relicensing statutes wherein mandatory CE participation was the vehicle for relicensure. In addition, the National Association of Social Workers (NASW) has passed the policy intent for establishing a mandatory recurring certification of comptence program based on continuing education participation by the nearly 60,000 certified (ACSW) members of NASW. Once this policy is implemented, one would expect a galloping expansion of demand for CE activities.

All this growth in recent years of continuing social work education provision and participation is reflected, understandably, in a concomitant expansion of continuing social work education literature. There is a growing tendency of continuing educators in social work to write, publish, and even establish their own professional literature forums and publications. In this regard, the Council on Social Work Education has played a special facilitative role. Continuing education articles are now appearing in almost every issue of the Council's Journal of Education for Social Work. In addition, the Council has developed several CE publications that are available: "The Guide to Continuing Education in Schools of Social Work," the recently released Expanding the Boundaries: Continuing Education in the Community Mental Health System, edited by Deborah Miller, and a "Manual of Proposed Standards and Guidelines for Continuing Social Work Education Providers." In addition, early in 1981 it will publish a "state of the art" monograph by Grant Loavenbruck on Continuing Social Work Education Provision.

Further, as an outgrowth of the Council's programs to encourage expansion and improvement of continuing social work education, a new Journal of Continuing Social Work Education edited by Tom Kinney of SUNY at Albany has recently emerged. Prior to this, two annual yearbooks on continuing social work education developed at the University of Michigan and at the University of Texas at Austin provided special forums for continuing educators in social work.

In addition to these new CE publications and forums, there have been a growing number of completed dissertations related to the field, with several currently in process. Further, there are more and more national and regional conferences, institutes, and seminars devoted either exclusively or in major part to continuing professional education issues. These forums also have resulted in new CE publications of special interest to the social work continuing educator.

Finally, accompanying the increased bureaucratization of continuing social work education provision has been a growing recognition of the fact that social work continuing educators must become active consumers of many new areas of CE-related literature, including evaluation, needs assessment, marketing, regulatory issues, management technology, and so on.

All these developments helped point out the need for some form of codification of a growing body of literature. The production of this Annotated Bibliography represents one attempt to address this need. This publication is one of three documents resulting from a recently completed three-year National Institute of Mental Health (NIMH) funded continuing education project of the Council on Social Work Education. The other two publications, the previously mentioned "Manual of Proposed Standards and Guidelines for Continuing Social Work Education Providers" and the upcoming state of the art monograph are all related to this need for codification of literature and continuing social work education practice knowledge. The reader might do well to regard them as companion volumes.

The prime determinant of the organization for this present volume was the nature of the body of literature itself. Continuing social work education is a relatively new subspecialty of social work education. The bulk of the publications have appeared in the past ten years, and therefore this time frame was chosen as a means of determining inclusion of a publication for annotation in this volume.

The search for appropriate publications to annotate took the authors through four basic bodies of literature: social work, mental health, continuing professional education, and adult education/learning theory. Although a few selections from outside these four areas were included, by and large holding to these parameters proved logical and functional. The use of Social Work Research and Abstracts and various computerized literature search services like the NIMH Research and Information Clearinghouse and the Educational Resources Information Center (ERIC) were immensely helpful, cost-effective aides in the literature search process.

The choices made in establishing a classification system for this annotated bibliography were influenced by the suggestions of the project advisory committee and the input of the 50 new CE directors who were trained in the course of this project. Responses from 100 CEPs in social work education programs throughout the country also provided a picture of the principal functions and methodologies currently considered essential to successful continuing education provision. This picture was clarified further by personal observations and assessments made during numerous site visits to a variety of these CEPs.

Obviously, choices had to be made in compiling this volume in order to avoid duplication and to provide a balance among the chosen sections. The authors tried to be logical and fair in making choices, but inevitably some of them became somewhat arbitrary. Further, in making choices, it became evident that there were some rather obvious gaps in the overall body of literature. These were generally in the methodological sections. Among the subject areas that warrant the increased attention of continuing educators who plan to write for publication are: Marketing for Continuing Education, Program Evaluation, Needs Assessment, New Mediated Technologies for Training, Competency-Based CE, and so on.

One final factor influencing the decisions made about the classification scheme and the specific publications chosen was related to the anticipated audience of this volume. The principle audience was viewed as those involved in the overall processes of CE provision. Continuing education participation was only stressed secondarily. The "how-to" sections, therefore, do not have a CE consumer orientation. The target groups for this publication include continuing social work education administrators, professional specialists, technical experts, and adjunct teachers/trainers. Also included are administrators of the host organizations who seek to understand better this rapidly expanding subspecialty of social work education, as well as the multifarious professionals involved in the many agency-based staff development programs found in a host of social welfare and human service-related organizations.

The result of this decision-making codification process is a four-part volume comprised of 144 annotations. The four parts are: (1) Continuing Education: Overviews about CE Practice and Philosophies; (2) Theoretical Underpinnings; (3) Continuing Education Methodologies; and (4) Continuing Education Policies and Related Regulations.

In conclusion, the authors want to sincerely acknowledge the many contributions of the Council's CE Project Advisory Committee, under the fine leadership of Charles Mitchell of the University of Missouri. Their advice and reactions to the development of this publication, along with those of the many other continuing educators involved in this NIMH project, were very fruitful and much appreciated. The support of Council staff was essential for completion of this bibliography, but Angela Griffenkranz, Wallace Jalinske, Sam Miller, and Carl Scott made special contributions. We thank them for all their help and support.

We would like to dedicate this publication to a friend, colleague and former CSWE Executive Director, Richard Lodge. He had the foresight to push for CE when supporters for this new field of social work education were few.

Finally we want to gratefully acknowledge both our families for their patience, tolerance, and very important support.

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PART ONE

CONTINUING EDUCATION: OVERVIEWS ABOUT CE PRACTICE AND PHILOSOPHIES

1

PRACTICE AND PHILOSOPHY OVERVIEWS

BERNARD, L. DIANE. "EDUCATION FOR SOCIAL WORK." IN *ENCYCLOPEDIA OF SOCIAL WORK*, 17TH ISSUE, VOLUME I. WASHINGTON, D.C.: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1977.

This article gives a broad overview of the history and development of education for social work, and also contains a section on continuing social work education. The author reiterates the recent emphasis placed on life-long learning, and sees continuing education as providing the opportunity to obtain a grasp of rapidly changing knowledge and role expectation. Continuing education programs are provided by universities, the National Association of Social Workers, and professional conferences, and through agency staff development. Most graduate schools of social work have developed continuing education and/or extension programs either under their own auspices or the university's division of continuing education. They offer a broad spectrum of programs and serve a wide range of personnel. Continuing education activities may serve as a vehicle to regular degree programs, as a method of incorporating new knowledge into practice skill, as a way of updating the professional knowledge base of persons who already have received their degrees, as an enchancement of job competence, and in certain professional situations as the basis for promotion and salary increments. As more states move toward licensing, it seems likely that continuing education credits will be used to monitor professional knowledge and commitment. Purchase-of service agreements through state revenue-sharing programs may add impetus to the development of continuing education programs, since such agreements often call for specific skills such as program evaluation and grant writing, in addition to degree requirements. There also is a section of the article devoted to the social work education continuum.

CORBALLY, JOHN E. "CHANGE, THE PROFESSIONS AND CONTINUING EDUCATION." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

The author discusses a number of stimuli that he feels legitimately elicit the response of continuing education, pervasive technological change, equally pervasive but less well-defined societal change, resulting problems of obsolescence of skills and knowledge, and the misdirection or misfit of skills and knowledge. He defines two other stimuli that he sees as being less directly related to continuing education but with impact: higher cost and declining student enrollment (or the fear of it), and declining confidence in professions and professionals. Corbally warns against the university's viewing itself as the sole source of professional continuing education, and against claiming that continuing education is new and novel in order to attract attention. Programs should not be developed until planners are clear about the stimuli to which continuing education can and should respond. He suggest that planners work with a number of groups, including practitioners, to create agreement about the tasks to be performed. Programs should be created in a cooperative way so that all involved play a part in the program and have a stake in its success. It is necessary to begin on a small scale, to address a known problem, and to get started, rather than to create a global design that requires global funding. The task of professional continuing education is to design programs that will contribute to the ability of a professional to serve both society and his or her profession. Higher education plays a major role in the process of entering a profession and must also play a major role in updating a profession.

COUNCIL ON SOCIAL WORK EDUCATION. *GUIDE TO CONTINUING EDUCATION IN SCHOOLS OF SOCIAL WORK*. NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1974.

This guide, developed by the Council on Social Work Education, focuses specifically on continuing education programs in an academic setting and is directed at three audiences: deans and directors of schools of social work, directors of social work undergraduate programs, and directors and coordinators of continuing education programs (CEP). The guide is not intended to be prescriptive or to recommend policies, but rather to suggest new administrative arrangements and program directions, to open up possibilities, and to reflect the thinking and experience of continuing educators around the country. Part I discusses the context of continuing education and its frame of reference as part of the social work education continuum. The purposes and functions of a CEP and its auspices are outlined. Part II details administrative responsibilities and management, including administrative arrangements and the responsibilities of the director. Resource management and development are investigated in terms of constituent resources, funding resources, personnel resources, and knowledge and technology relating to diversified approaches to programs. Other administrative responsibilities such as promotion and public relations, methods and desirability of recording participation in CEPs, report writing, management of space and physical and social environment, and time are included. Attention to these details will prevent damage to an otherwise well-planned program. Part III considers factors in determining priorities in program planning and development, and five stages that characterize the program planning process in program development. Finally, the logistics of implementing specific programs are addressed.

KURREN, OSCAR. "CURRENT STATUS AND FUTURE DIRECTIONS FOR SCHOOLS OF SOCIAL WORK IN CONTINUING EDUCATION." IN *CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL: REPORT ON A WORKSHOP IN CONTINUING EDUCATION.* NEW YORK: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

The author addresses three continuing education issues identified by the National Association of Social Workers: (1) social work agencies and organizations, schools, and professional organizations need to communicate with each other to make educational programs more responsive to changing demands; (2) professional social work practice will be changed by the increase of non-master's social workers, and the direction of these changes must be identified as they will influence the nature of continuing education programs; and (3) the determination of specific needs for continuing education on behalf of the personnel of a profession raise the questions: "Determination by whom? Determination for whom? Determination by what method? How do we evaluate priorities?" A planned program is advocated in which continuing education is conceptualized as an integral component of the total social work education system. Such a program could provide access to or serve as the point of entry to the credential system in social work education for persons with varying levels of education and experience. A model is offered by way of illustration. The establishment of a network of regional centers for continuing education in social work is urged. Their objectives would be: (1) to initiate and support systematic, long-range planning in continuing education at all levels; (2) to coordinate the efforts of agencies, schools, and professional organizations in the development and sponsorship of continuing education programs; (3) to maintain a liaison with key funding sources to secure adequate financial sources for regional programming; and (4) to develop research and evaluation capability. An effective approach to continuing education must encompass the variables of practitioner, agency structure, and community change.

LAUFFER, ARMAND. *THE PRACTICE OF CONTINUING EDUCATION IN THE HUMAN SERVICES.* NEW YORK: McGRAW-HILL, 1977.

Lauffer's book gives a comprehensive overview of continuing education as it is being practiced in over 200 human service facilities across the country. Rather than being prescriptive, the book describes current trends in continuing education. Lauffer conducted in-depth interviews with continuing educators, program directors, and staff developers in the human services that focused both on the objects and results of their programs, and on the process and methods employed by the projects. The purposes of continuing education are seen as: (1) expansion of knowledge and skills; (2) increased opportunity for career and occupational mobility; (3) improvement in job satisfaction; (4) raising professional standards; (5) protecting or expanding the domains of existing occupational groups; and (6) bringing more professional and paraprofessional personnel into the service delivery system. The overall goal of all human service continuing education is the improvement of service delivery systems. Continuing education in the human services is outlined as it is practiced in the university, in the professional association, and as staff development. Smaller groups such as coordinating bodies (Southern Regional Education Board, Western Interstate Commission for Higher Education), profit-making programs, and self-help programs are touched on briefly. Four models of continuing education are described: the consumer choice model, the training model, the consultation model, and the systems change model. Lauffer views continuing education and staff development as coterminus, if not identical. Management, financing, and the institutionalization of continuing education are discussed, as well as programming and program development, including marketing, needs assessment, and evaluation. A section is devoted to continuing educators and how they have been affected by changes in the human services. A number of changes in instructional approaches are suggested. Appendices contain various resources for continuing educators.

LAUFFER, ARMAND, AND STURDEVANT, CELESTE. *DOING CONTINUING EDUCATION AND STAFF DEVELOPMENT*. NEW YORK: McGRAW-HILL, 1978.

The authors view continuing education and staff development as synonomous. In this volume they attempt to prescribe and analyze effective continuing education structure and process using systems concepts to describe continuing education programs (CEP) and activities. Chapter One describes the three principal areas of practice for human service educators and four relatively common models of practice. The next chapter describes the stages of program planning and development and defines program planning as a systematic attempt at solving problems. Chapters Three and Four explore some of the differences in perspective held by continuing educators who engage in efforts to serve or to change individuals rather than service delivery systems. Next, elements in the CEP's environment on which it is dependent and to which it has obligations are described, followed by an examination of the range of collaborative and strategic resources needed to maintain the CEP and assure that it accomplishes its mission. Several marketing strategies are suggested and a number of ways of involving the consumer in the development and design of the program are examined. Alternative administrative structures, staffing, budgeting, and managing continuity and change are described. Instructional design and format and educational methods are covered, and finally, a detailed section is devoted to financing the CEP. Each chapter concludes with one or more exercises intended to provide guidance for continuing educators.

MILLER, DEBORAH. "CONTINUING EDUCATION PROGRAMS OF SCHOOLS OF SOCIAL WORK: REPORT OF A SURVEY." NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1969.

In 1968, the Council on Social Work Education conducted a survey of 83 graduate schools of social work concerning continuing education programs which were offered to persons currently employed at all levels of social welfare. For the purposes of the survey, continuing education was defined as study programs that were not part of the curricula leading to a graduate professional social work degree. This report summarizes the survey findings as follows: (1) the majority of the schools conducted continuing education programs that varied in size and scope. Course offerings were added and discontinued according to the students' needs and the sponsors' resources; (2) 79 of the 83 schools saw continuing education as an ongoing part of their total program of social work education. Schools were also asked to comment on the current priority they assigned continuing education programs; (3) continuing education through its varied offerings reaches a highly diverse group of practitioners. It is essential that the student share in identifying his or her learning needs and in finding ways to solve them; (4) of the 554 course offerings, 50 percent focused on methods of practice, 30 percent focused on fields of practice, 14 percent were related to social welfare policy and planning, and 6 percent to human behavior and social environment. These findings support the theory that continuing education students are interested in material which is immediately applicable to their jobs; (5) course offerings are fairly evenly distributed across a range of time periods from short seminar to full semester; (6) schools are moving toward coordinated planning and desire to build programs that are more relevant to the needs of both the school and the social welfare community. There also is a move toward employing full-time directors; (7) satisfactions, dissatisfactions, faculty, and plans for the future are discussed. Finally, a list of suggested roles which might be played by the Council on Social Work Education in the general area of continuing education is given.

NATIONAL ASSOCIATION OF SOCIAL WORKERS. *CHAPTER ACTION GUIDE: CONTINUING EDUCATION*. WASHINGTON, D.C.: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

In the view of the National Association of Social Workers (NASW), a commitment to continuing education has been incorporated by the social work profession. It is the appropriate vehicle for overcoming obsolescence of knowledge, skills, and attitudes, and to prepare for new roles and functions in the social welfare arena. In this paper NASW has established some guidelines for developing organized, planned, educationally oriented programs sponsored or jointly sponsored by NASW chapters. It is suggested that we begin to think in terms of continuous education, and that NASW can play a key role in developing this and the interrelated concept of the career ladder. Close coordination of professional associations, agencies, and universities will be necessary to obtain the optimum mix of programs. Basic goals around which programs should be organized such as social change, individual treatment, accountability, "humanizing the human services," and adherence to andragogical principles are discussed. A Chapter Continuing Education Committee composed of interested members should be established to plan and oversee the chapter's continuing education's goals. The committee will be responsible for determining gaps and the needs of its members, for setting priorities, and for developing leadership skills. They will establish long- and short-range goals and involve participants in the planning process. Program design, implementation, and financial considerations are briefly discussed. Evaluation is stressed, both as an accountability measure and as a guide for future continuing education efforts. Evaluation criteria are provided. A useful Program Operation Checklist is included in the Appendix.

NATIONAL ASSOCIATION OF SOCIAL WORKERS. *CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL: REPORT ON A WORKSHOP IN CONTINUING EDUCATION.* NEW YORK: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

This report contains the position of the National Association of Social Workers on continuing education, and the "Guidelines for Developing Programs of Continuing Education for Social Welfare Personnel," as well as three articles on future directions for continuing education from the viewpoint of schools of social work, agencies, and professional organizations. The following recommendations are offered. It is suggested that the general direction for continuing education should be in line with that taken by the social welfare field and especially the social work profession. In building a model with a view toward affecting practice, the demands of society must be taken into account. Thus learning experiences in continuing education may help shape social action. Continuing education is a major means of disseminating knowledge of new methods; thus more educators are needed who are able to use the new technology of teaching adults, and more knowledge building is needed to provide more substantial content. Problem-centered rather than subject-centered learning is favored, with emphasis on reaching personnel who do not have master's degrees, who received their master's degree some time ago, and the professional social worker who practices independently of agency auspices. The development of a planned system of continuing education is recommended, as is developing competent educators who are specialists in continuing education. Learners need to increase their ability to assess their own educational needs and to utlize their own experiences. Perhaps most importantly, there is a need for well-ordered study and research into all aspects of continuing education.

PENNINGTON, FLOYD C. "THE ROLE OF THE GRADUATE SCHOOL OF SOCIAL WORK IN CONTINUING SOCIAL WORK EDUCATION." URBANA, ILL.: OFFICE OF CONTINUING EDUCATION AND PUBLIC SERVICE, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1974.

The purpose of this article is to discuss the role of the graduate school of social work in continuing social work education. The focus is on current issues and practice related to continuing social work education as it occurs in the context of the university. The author makes the basic assumption that the role of the school of social work in continuing social work education is given substance through clearly understood purposes, effective administrative coordination, and careful planning. Three continuing social work education programs are described and the author draws a number of conclusions from his survey of available literature, including the following: (1) complexity and change in society affect the practice of social welfare and continuing education;

(2) universities provide the foci of leadership in continuing social work education; (3) effective programs must deal with the barriers within the institution that hinder program development; (4) potential client groups will expand during the next decade; (5) program developments will be influenced by institutional commitment to and administration of continuing education; (6) the school of social work through continuing social work education can strengthen the linkage between education and practice; (7) the ultimate goal of continuing social work education is to improve practice and service delivery; (8) programs are best when problem-focused and multidisciplinary; (9) continuing social work education programs can increase the school's financial base by enhancing its public image and increasing constituent support; (10) effective continuing social work education programs have the following characteristics: flexibility, quality standards, individual study opportunities, availability to all agency staff, providing alternative strategies for increasing learner productivity, providing a variety of delivery systems, using the best available instructional technology, and conducting systematic evaluation; and (11) available faculty and community resources must be known and utilized.

SOUTHERN REGIONAL EDUCATION BOARD. *PREPARING COMMUNITY CAREGIVERS: CONTINUING EDUCATION IN MENTAL HEALTH*. ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

This publication provides guidelines for mental health continuing education programs for community caregivers. Community caregivers are defined as "staff persons of community agencies or independent community workers who are primarily involved in the delivery of health, education, and social welfare services, but who are intimately involved in the psychosocial functioning of their clients through their professional or occupational roles." Community caregivers are a significant component of the mental health system and can be utilized to extend and enhance the potential of traditional mental health services. Barriers to developing effective continuing education programs such as different levels of competence, varied understanding of community needs, and inconsistent interpretations of the educational process are discussed. Guidelines are given for dealing with the following factors that determine the outcome of continuing education activity for community caregivers: sanctions from the sponsor of the continuing education activity and the caregiver's organization; methods of needs assessment; setting program objectives; considerations in program design; methods of instruction; arrangements and promotion; and evaluation, credentialing, and administrative support. Successful continuing education programs depend on attention to all these factors, and to the principles of learner participation, collaborative planning, and flexibility to ensure responsiveness to changing needs.

SOUTHERN REGIONAL EDUCATION BOARD. *RELATIONSHIPS OF ACADEMIA, PROFESSIONS, AND AGENCIES: CONTINUING EDUCATION IN MENTAL HEALTH*. ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

This publication presents guidelines for the administrative and procedural aspects of mental health continuing education as they relate to the roles of the three major providers of continuing education, professional schools of social work, professional organizations, and agencies that have the responsibility of providing services. The increasing role of the private voluntary sector in continuing education is briefly discussed. The functions of stimulating interest, sanctioning, licensing, certifying, administration, evaluation, accreditation, instruction methods, faculty, arrangements, funding, and programming are covered. The following steps are recommended to achieve a more systematic and coordinated approach by all the component groups: (1) coordination and linkage between graduate education, in-service training, and preservice education; (2) continuum of education for mental health services up to and through continuing education; (3) evaluation of all programs; (4) a coordinating plan for continuing education that is integrated for state and local personnel; (5) the state plan for continuing education should be part of the overall plan for mental health services, and should be in concert with the goals and plans of the educational and professional society systems; (6) there should be an individual at the state level who is responsible for the coordination and integration of continuing education in mental health; and (7) there should be a budget at state and local levels for mental health continuing education. The implementation of these recommendations would result in more efficient and effective programming for continuing education in mental health.

PART TWO

THEORETICAL UNDERPINNINGS

2

ADULT LEARNING THEORY

BRYANT, VERNON E. "ANDRAGOGY: FRESH CONCEPTS FOR STAFF DEVELOPMENT." IN *THE ASSESSMENT AND DEVELOPMENT OF PROFESSIONALS: THEORY AND PRACTICE,* ED. PRESTON P. LeBRETON. SEATTLE, WASH.: UNIVERSITY OF WASHINGTON PRESS, 1976.

This paper addresses the need for new professional and instructional behaviors that accommodate the life-span learning process. Some of the assumptions of andragogy are explored, as are the technical implications for those who are responsible for career and professional development. Self-identity, life experience, learning readiness, mental set, and physiological conditions of the adult learner are discussed. The mature adult resists learning under conditions that are incongruant with his or her self-identity as an autonomous individual. The educator must provide a learning climate that puts the adult at ease and is founded on mutuality. Diagnostic experiences must permit the adult to assess his or her present level of competency against an ideal performance model. In light of differing life experiences, greater emphasis must be placed on techniques that utilize the learners' own resources. The emphasis should shift away from transmittal techniques toward participatory, experiential techniques. The sequence of learning for adults must be timed to be in step with developmental learning readiness. The concept of learning readiness provides some guidance regarding the grouping of learners. The mental set of adults that makes them seek knowledge which is immediately applicable requires a learning experience that begins with a problem focus and uses diagnostic tools to identify specific problems with which they wish to deal. Techniques must be used that take into account the physiological changes which occur in adults, such as lessening of visual and hearing acuity, and decreased attention span. Knowles' seven-part circular process for planning adult education activities is outlined.

ERICKSON, DONALD L., AND NICHOLS, MARTHA M., EDS. *LEARNING HOW TO LEARN: KNOW-WHY AND KNOW-HOW SEMINAR ON THE PROCESS OF CONTINUING EDUCATION.*

CHEYENNE, WYO.: WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION, MOUNTAIN STATES REGIONAL MEDICAL PROGRAM, 1971.

The seminar described in this volume represents an educational training venture for health care personnel sponsored by the Western Interstate Commission for Higher Education, Mountain States Regional Medical Program, focused on increasing local capability to design continuing education programs in sparsely populated areas that have problems of distance, transportation, and limited resources. Continuity of programming is seen as highly dependent on the initiative and educational abilities of the practitioners making up its target audience. Unless health care personnel are actively involved in the entire process of planning, implementation, and evaluation of continuing education programs, statewide and local efforts will be largely "hit and miss." The seminar was conceived and carried out as an interdisciplinary effort. Seven health care professions made up the target audience. The seminar stressed learning "how to learn," rather than "what to learn." Health care workers generally appeared to be pragmatic and in search of ready-made answers to problems. Learning how to learn focused on the problem solving. The learner is responsible for assessing his or her needs, determining learning objectives, selecting activities to meet the objectives, and gathering evidence to measure achievement. The role of teaching is facilitation of learning, not directing what is to be learned. Three ideas were emphasized: first, emphasis for continuing education to develop cooperative arrangements to improve patient care; second, the individual practitioner who is in the best position to translate patient needs into programs he or she needs to render improved patient care; and third, the interdisciplinary nature of the health professional, which tends to enforce interdisciplinary fragmentation.

FREY, LOUISE A. "LEARNING AND TEACHING WITH ADULTS - WITH SPECIAL REFERENCE TO LONG-TERM CARE TRAINING," *JOURNAL OF GERIATRIC PSYCHIATRY* 1C, NO. 2 (1977).

The author suggests that an adult education approach will help to overcome some of the problems of learning and teaching in an in-service training program. Problems of adult learning such as adult anxiety and ambivalence about learning, regression to childhood learning patterns, and expectations about the teacher as an authority figure are discussed. The major problem in teaching adults is seen to be finding methods that neither infantilize the learner nor overestimate his or her capacity for creative adult learning. Many similarities are seen between adult education goals and patient care goals such as maintenance and improvement of the individual's social and mental capabilities, prevention or minimization of regression and respect for the person's unique life history, coping, problem solving, and relationship patterns. There is a difference in purpose, however, which requires a major role shift from a therapeutic to an educative stance. Making this shift requires an examination of experiences as a student, of attitudes about learners and teachers, and of knowledge about educational theory. Knowles' andragogical principles and a number of influences on teaching and learning are discussed. An educational model that is built on involvement is suggested. The boundaries of in-service education are the work tasks and responsibilities of the learners and are the basis for the statement of learning needs and the formulation of objectives. Content is derived from objectives, and the methods of teaching and learning are tailored to the content. Evaluation is done in terms of achievement of objectives. Application of this model of in-service training in a long-term care facility is described.

GELFAND, BERNARD, ROHRICH, SANDY, NEVIDON, PAT, AND STARAK, IGOR. " AN ANDROGOGICAL APPLICATION TO THE TRAINING OF SOCIAL WORKERS." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 11 (FALL 1975): 55-61.

Malcolm Knowles has developed a model for adult education (andragogy) that is based on the concept of the self-directed, experienced, and pro-lem-solving adult. This article gives an account of the attempt to apply some of the andragogical principles to a two-week training course for social workers at the Children's Aid Society in Ontario, Canada. Part One describes the planning and execution of the training program, and Part Two details the findings of the research project that was built into the course. The participants designed the course (a significant element in the learning process) through planning sessions with trainers, and by negotiating with trainers and outside resource people. The experiences of the participants suggested that adults generally are not prepared for self-directed learning and need to be reoriented to "new ways of learning." The research results indicated that the course promoted self-actualization, self- and other awareness, and problem-solving ability. The social worker trainees preferred participatory learning experiences over those of a more passive nature, even though they found the former to be more anxiety-provoking.

JORGENSEN, JAMES D., AND KLEPINGER, BRIAN W. "THE SOCIAL WORKER AS STAFF TRAINER." *PUBLIC WELFARE* 37 (WINTER 1979).

The authors feel that there will be a continuing demand for professional social workers who are able to design and deliver training for human service organizations. This article provides a model for planning training, describes a trainer, and discusses various aspects of conducting training and evaluation. A five-step planning process is outlined: (1) "Where are you?" An assessment of needs and training requirements based on good data collection; (2) "Where do you want to go?" The formulation of specific, measureable learning objectives that specify acceptable levels of performance; (3) "How do you intend to get there?" The sequence that will be followed, the methods used, and the physical environment chosen; (4) "How long will it take?" The imposition of time limits on the training; and (5) "How will you know when you've arrived?" A built-in evaluation process. The positive qualities of a trainer are outlined including openness; mutual trust, respect, and concern; challenge; and excitement. The authors suggest that adult learners prefer training that flows from the specific to the general. In the discussion of evaluation, it is suggested that several aspects of training must be evaluated: content and method delivery, trainee performance, and organizational impact.

KIDD, J. ROBY. "HOW ADULTS LEARN - WHAT'S NEW?" *CANADIAN JOURNAL OF UNIVERSITY CONTINUING EDUCATION* 4 (SUMMER 1977).

In the author's view, a strategy of sharing resources is needed so that adult learning of the highest quality can be achieved. He sees university adult education as one of the key functions and services in society. Continuing education has in the past been viewed as a "step-child" of the university, but today opportunities abound and the relevant question is how effectively the continuing education program can provide service. Significant developments in the past decade have contributed much to the understanding of adult learning. Kidd briefly has described seven learning formulations that he feels are particularly appropriate to adult learning: (1) Humanistict Psychology - learning should be experiential, help people confront problems, and have as its primary goal the discovery of personal meaning; (2) Aesthetic Perspectives - art is central and crucial to humankind's development; (3) Operant Approaches - adult educators should make a careful study of operant perspectives, noting research, development, and application of problem-oriented operant research, methods of operant instruction, and processes of operant learning; (4) Information Processing - the selection, preparation, spacing, repetition, and elimination of overload of information should be stressed; (5) Motivation via Expectation or Expectancy Theory - here the author is concerned with the power over action through expectation and believing, which is much more complex than simple reinforcement. Most theorists assume that performance in learning is affected by choices made by the learner; (6) Neo-Instinct Theories - the view that humans have inherited certain patterns of responses and these patterns govern what they will learn; and (7) Theoretical Formulations Based on the Natural Sciences - the prediction that in the next decade gains for adult learners will be desired in greater amounts from the natural sciences than from the social sciences.

KNOWLES, MALCOLM S. "INNOVATIONS IN TEACHING STYLES AND APPROACHES BASED UPON ADULT LEARNING." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 8 (Spring 1972): 32-39.

To Malcolm Knowles, the heart of education is the learner, not the teacher. This emphasis requires a shift from regressive, traditional pedagogical teaching methods to andragogical principles and theory. The author briefly describes the historical development of pedagogy, and outlines his four main assumptions about adult learners, which differ significantly from the learning characteristics of children: (1) the change of self-concept toward increasing self-directedness; (2) as an individual matures, he or she is an expanding reservoir of experience, which broadens his or her base for relating new learning; (3) the adult's readiness to learn is the product of the developmental tasks required to perform his or her social roles; and (4) adults have a problem-solving orientation to learning. Knowles details a seven-point process model for an andragogical design for learning that is focused on the process of inquiry, not the traditional content focus of pedagogy: (1) setting a physical and psychological climate; (2) a mechanism for mutual planning that must involve every participant in the activity or a representative by his or her group; (3) the diagnosis of the needs for learning; (4) negotiation between students and teacher to formulate program objectives that are mutually acceptable; (5) planning a sequential design of learning activities; (6) execution of the learning experience contained in the design; and (7) evaluating the learning. The author sees the process of evaluation as rediagnosis that builds the notion of continuing learning. He feels strongly that there are still significant andragogical innovations that must be implemented in social work education.

KNOWLES, MALCOLM S. "ADULT EDUCATION." IN *ENCYCLOPEDIA OF SOCIAL WORK*, 17TH ISSUE, VOLUME I. WASHINGTON, D.C.: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1977.

Knowles defines adult education in three ways, in its broadest sense as the process of adult learning, in its more technical sense as a set of organized activites for the accomplishment of specific educational objectives, and as a combination of these processes and activities in the sense of a movement or field of endeavor. He briefly outlines the kaleidoscope of continuing education services offered by public schools, community colleges, colleges and universities, public libraries, government agencies, business and industry, proprietary schools, labor unions, religious institutions, and social agencies. Adult educators are in the process of developing a new, comprehensive theory of adult education founded on the unique characteristics of the adult learner. A distinct technology of adult education is emerging based on self-directed inquiry and participatory learning. Curricula are shifting from subject centeredness toward the construction of learning experiences around life problems. The author foresees that the following trends of the 1970s will accelerate in the 1980s: (1) an increasing proportion of the adult population will participate in adult education; (2) these new students will exert a powerful influence to modify traditional methods and curricula; (3) almost every profession, and especially social work, nursing, medicine, and engineering, has institutionalized continuing professional education and often make it a condition for maintaining a license of certification; and (4) with the expansion of adult education, workers with the new knowledge and techniques of adult education are becoming widely diffused throughout society.

KNOX, ALAN B. *ADULT DEVELOPMENT AND LEARNING.* SAN FRANCISCO: JOSSEY-BASS, 1977.

This handbook represents the first comprehensive consolidation of information regarding adult development. Knox synthesizes the finding from recent studies of adult development and learning, and presents information from diverse fields that impact on adult learning. The circumstances under which adults learn most readily and the abilities that increase and decline with age are discussed. The author attempts to focus on general adult functioning rather than specific programs or services. The book is organized around six major topics: the context for development; performance of adults in family, education, work, and community roles; the physical condition of adults; their personality; their learning of new competencies; and interrelationships among these factors that affect adult functioning. Each of these topics, together with implications of research on the issue for professional practice, forms the basis for one or more of the ten chapters. The author suggests that the volume may be used by practitioners in a number of ways, including the following: (1) to help adults identify and cope with problems and opportunities by knowing when and under what circumstances change events are likely to occur; (2) to help estimate the duration and intensity of major adjustments and recognize the options available at these choice points; (3) to help understand effective and ineffective patterns of adjustment and to recognize when special services or interventions are needed; (4) to obtain an overview of trends regarding stability and change during adulthood and understand the dynamics of these changes; and (5) to check what is currently known about specific characteristics of adulthood and where more information about them can be found.

KNOX, ALAN B. *CURRENT RESEARCH NEEDS RELATED TO SYSTEMATIC LEARNING BY ADULTS*, OCCASIONAL PAPER NO. 4. URBANA, ILL.: OFFICE FOR THE STUDY OF CONTINUAL PROFESSIONAL EDUCATION, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1977.

Knox feels that recent public interest in lifelong learning has focused attention on the available research base that practitioners can use to help adults learn, and stimulated an interest in identifying high priority needs for additional research. The purpose of this paper is to review current continuing education research directions and identify promising research questions organized around three broad topics: learners, programming, and administration. The first section on adults as learners attends to both personal and situational influences on adult participation in systematic learning activities. The section draws from relevant psychological and sociological research, along with transactional studies from social psychology and anthropology. The second section on programming includes both planning and conducting learning activities, and draws from the broad curriculum field. Self-directed learning as well as agency-sponsored continuing education are part of this section, as is the teaching-learning transaction. The third section on organization and administration includes attention to agency, community, national and international influences with which continuing education administrators must deal, as well as administrative procedures. The section draws from various fields, including administration, political science, economics, philosophy, and history. Within each section some of the main problems and variables are identified, followed by a brief overview of available relevant research. Promising research questions are then identified, with an indication of where each question builds on past research or explores new research directions. In the selection of these questions as being of high priority, attention was given to the likelihood of interest to both practitioners and policy makers as they plan future directions for lifelong adult learning.

KOUZES, JAMES M. "PARTICIPATORY TRAINING: PRINCIPLES AND PROCESS." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

"Are we to thrust information at our trainees or are we to draw out their experiences, skills, and abilities?" Kouzes bases his theory of Participatory Training on the philosophical belief that the individual is fundamentally inquisitive and capable of achieving, and if given a suitable educational environment, will take responsibility for his or her own learning. Participatory Training has as its foundation the integration of educational methods and group dynamics. It emphasizes experimental learning, and is equally concerned with process and content. Trainees participate in all phases of training and the process is structured in such a way as to facilitate movement toward stated goals and objectives. Importance is placed not only on subject matter, but on "learning how to learn." Knowles' theories of andragogy, which he defines as the art and science of helping adults learn, are summarized. The author suggests that the construction of a training plan be conceptualized on two levels, those of comprehensive program and specific learning activity. Kouzes has found the ADOPT (Achieving Definite Objectives through Participative Training) system, developed by Frederick H. Margolis, a clear and useful approach to designing individual learning activities. With its stress on definite learning objectives, the ADOPT facilitator is able to map out precise methods for guiding the learner toward a stated goal.

LEBEL, JACQUES. "BEYOND ANDRAGOGY TO GERAGOGY." *LIFELONG LEARNING; THE ADULT YEARS* 1 (MAY 1978).

The author discusses the following reasons developed by Edward Marcus for taking the position that the adult years cannot be lumped into one homogenous period for the purpose of adult education, and that differences between adult age cohorts warrant more than a single andragogical approach: (1) society determines that later adulthood is, like adolescence, a specifically identifiable period of human life; (2) social change and demands of the present era require that special stress be placed on the education of this age group; (3) older persons probably have distinct types of learning difficulties; (4) motivation for formal learning probably undergoes considerable change during the life cycle. Lebel goes a step further and states that there is sufficient data to suggest the need for a theory of education for the elderly that is significantly different from both andragogy and pedagogy. He calls this theory of education "geragogy" and defines it as the art and science of teaching the elderly. He feels that Knowles' description of the adult learner does not fit the elderly. He describes the older learner as having a dependent self-concept; as having multiple difficulties making use of his or her many experiences; as experiencing development away from social roles; and as swinging back toward a subject-centered orientation. Lebel feels that Knowles' andragogy applies to adult education only up to a certain developmental age (as opposed to chronological age, which probably has no relevance). However, he sees the heart of this difference between adult and elderly learners in the cultural belief that "old means finished," not in the physiological changes that occur with age.

LENGRAND, PAUL. *AN INTRODUCTION TO LIFELONG EDUCATION.* PARIS: UNESCO, 1970.

Within the broad subject of lifelong education, Lengrand has devoted a portion of his book to continuing education. He feels that continuing education in social work has enjoyed rapid growth in recent years. It has developed in the direction of social change, eradication of social problems, improved quality of life, and the development of the individual - the goals and objectives of the profession. Lengrand, a practitioner in the field of adult education, proposes that the goals and values of social work education are compatible with his concept of lifelong education. He suggests that the traditional function of education, transmitting culture and linking past and future generations, has value only when integrated with a second function, that of helping people invent, create, and recognize that their attitudes, beliefs, and knowledge must be questioned continually. Change, increasing technology, leisure, and the knowledge explosion demand that the creative and questioning function of education be developed. The author sees education not as a process of acquiring more and more knowledge, but as "the development of a being attaining increasing self-realization as a result of successive experiences." Education must equip a person to maintain a continuum of learning throughout his or her lifetime, and to be both learner and teacher in various forms of self-education. Graduate schools of social work must counteract the obstacle of passivity by providing programs that utilize adult education methods and communicate to the student the idea that the enrichment of thinking and problem-solving powers is a lifelong process. Formal continuing education programs provide an ideal mechanism as they are often the normal channel for the institution of innovative ideas and practices.

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. *EQUITY OF ACCESS: CONTINUING EDUCATION AND THE PART-TIME STUDENT,* NINTH ANNUAL REPORT. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1975.

This report details five recommendations of the National Advisory Council on Extension and Continuing Education based on its evaluation of Title I of the Higher Education Act - M1965, "Community Services and Continuing Education," and four further recommendations affecting the status of adult, part-time learners, to improve their access to learning opportunities and to develop programs and professional manpower to serve their needs. The recommendations are as follows: (1) that a Bureau of Continuing Education and Community Service be established in the Office of Education to provide a national focus for federal programs concerned with education for adults. The bureau's responsibilities are outlined; (2) that the council have the responsibility of advising the Secretary of HEW on problems related to educational and financial needs of part-time students; (3) that Congress reauthorize Title I at the current level of $50 million annually; (4) that Congress amend Title I to provide legislative authority to expand and replicate programs with national impact; to provide additional funding for technical assistance, state planning, and evaluation; to develop specific projects in selected institutions; and to require all states to have representative advisory bodies; (5) that the Office of Education publish guidelines to improve the operation of State Title I programs; (6) that a national policy on lifelong learning be established; (7) that aid to part-time students be given through amendments to Title IV of the Higher Education Act of 1965; and (8) that measures be taken to develop a Continuing Education Act. The report contains the findings of the council that led to these recommendations and a list of federally funded Community Service Continuing Education programs for fiscal 1974.

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. *A DECADE OF COMMUNITY SERVICE AND CONTINUING EDUCATION*, TENTH ANNUAL REPORT. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1976.

The tenth annual report of the National Advisory Council on Extension and Continuing Education offers a number of findings and recommendations regarding continuing education. It represents the fastest growing educational activity, and the majority of students enrolled in continuing education activities are employed adults. In the surveys available, career objectives are identified as the major reason for participation. The report notes that there is still no federal mechanism through which federal agencies can coordinate their continuing education resources. Six recommendations are made: (1) that an Office of Continuing Education be established within the U. S. Office of Education for policy development, dissemination of information, and coordination of continuing education resources; (2) that federal legislation be developed to assist in statewide planning for postsecondary continuing education, with the means by which planning is implemented left to the states; (3) that HEW undertake research necessary to determine the demographic characteristics of continuing education part-time students; (4) that HEW collect and analyze data on the financial aid needs of part-time students in order to develop a consistent, equitable federal policy on financial aid; (5) that the President's Domestic Council assess priorities, resources, and results of federal manpower programs in order to develop a long-range manpower/education policy that would end the artifical division between the manpower and educational communities; and (6) that Title I of the Higher Education Act be reauthorized with increased funding to support the broadened activities of continuing education, and that the U. S. Office of Education increase technical assistance and publish guidelines to improve the operation of State Title I programs.

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. *CONTINUING NEED, CONTINUING RESPONSE, CONTINUING EDUCATION*, ANNUAL REPORT. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1977.

This report reviews the nature and extent of federal involvement in extension, continuing education, and community service and makes seven recommendations related to the Education Amendments of 1976 (P.L. 89-239, amended). (1) That HEW support a national study of continuing education and lifelong learning to determine the most effective and economical application of limited federal resources. Public and private programs, incentives, disincentives, and barriers to continuing education and lifelong learning should be analyzed for the purpose of policy determination and program implementation, (2) That a more rational structure be developed for the administration of all continuing education programs in order to utilize more effectively federal and state funds and thereby more adequately serve the needs of adult learners. (3) That Title I regulations be established which will ensure the legislative intent that maximum flexibility and latitude be given the state in determining priorities of need, developing resources, and managing community service/continuing education activities. State advisory councils representative of the population served are recommended. (4) That Congress appropriate funds to enable the states to conduct ongoing, systematic evaluations of state plans and all state Title I programs, and that regulations requiring such evaluations be developed. (5) That $40 million be appropriated in 1978 for technical assistance, discretionary program grants, and state grants. (6) That Congress appropriate $5 million to enable HEW to conduct studies on lifelong learning, analyze the data, and report the findings to Congress. (7) That information about federal continuing education programs be gathered and made available in an easily understood form at Education Information Centers. The text of the amended law and the council's findings that led to these recommendations are included in the report.

ROTHMAN, BEULAH. "PERSPECTIVES ON LEARNING AND TEACHING IN CONTINUING EDUCATION." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 9 (SPRING 1973): 39-52.

The acceptance of continuing education programs as an integral part of the modern university appears to be an irreversible trend. Relevant, flexible, and problem-oriented, continuing education - particularly in social work - reflects the community-oriented mission of both the university and the profession. A committed, competent faculty is necessary and will probably be attracted by the rising status of continuing education. The author builds a model for a successful continuing education program based on the integration and management of the following elements. She utilizes Knowles' theories of adult education but feels that they tend to oversimplify the differences between learners. Subgroups and the learner's need for dependence as well as independence are discussed. She emphasizes the importance of focusing the program on learning how to learn in combination with the dissemination of substantive knowledge. Five methods of teaching are outlined; (1) the teacher as an expert, (2) the teacher as a form of authority, (3) the teacher as a socializing agent, (4) the teacher as a facilitator, and (5) the teacher as a person. The author prefers the facilitation mode but emphasizes that a mix of strategies is important. Objectives of the learning experience are examined. Objectives define the goals and purposes of the learning experience and represent the desired outcomes. The author feels that continuing education departs from the rest of social work education by being almost entirely student-centered. The implications of a shift in focus to the means by which an educational institution can act as a change agent are considered. Rothman stresses the importance of setting realistic, attainable goals. The human dimensions of the environment in which learning takes place are discussed, including group climate, human assistance, group factors, and the role of the teacher in the group.

SKINNER, MATTHEW J., FREY, LOUISE A., AND COLE, GARRICK F. "EDUCATING CONSUMERS TO ACHIEVE SOCIAL JUSTICE IN HEALTH." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

This paper explores the significance of developing trained consumer leadership as a method of achieving social justice in health care. Although consumer participation is mandated by the federal government, a gap exists between the ideal and the reality. Aside from the lack of resources necessary to develop consumer leadership and organization, the authors feel that there are three prevailing myths at work that undermine effective participation. The first, the myth of the "ignorant layman," which holds that the special knowledge and skills required to solve social problems are the province of the professional, and the second, the myth held by professionals that "technical competence equals political judgment," are both taken from Lowell Levin. To these the authors add a third, the belief by professionals that their vocation implies a selfless concern for humanity that is incompatible with the businesslike way in which health care services are delivered. The second part of the paper develops a model for a consumer education program based on andragogical principles and structured to provide attitudinal change to develop personal self-confidence. A four-part certificate program for training health consumers is described: (1) health leadership basics, (2) health leadership skills, (3) resource identification in problem solving, and (4) developing and financing primary health care services. The authors aim for a partnership of health care agencies and consumers that would enable social work practitioners to work toward effective change. The necessity for follow-up, technical assistance, and commitment on the part of the trainers is emphasized.

SWACK, LOIS G. *DESIGNING A STAFF DEVELOPMENT TRAINING PROGRAM: AN ANDRAGOGICAL APPROACH*. CLEVELAND, OHIO: CONTINUING EDUCATION PROGRAM, SCHOOL OF APPLIED SOCIAL SCIENCES, CASE WESTERN RESERVE UNIVERSITY, 1976.

This report offers guidelines that may be applied to the training of human service personnel. While the interrelatedness of process and content is purposely developed throughout the program, this document primarily describes the process because a variety of subject matter can be incorporated into this type of training. Swack offers guidelines for needs assessment, setting objectives, design, implementation, and evaluation of continuing education programs. It is desirable to conduct a needs assessment on three levels: with administrators of the agency, with supervisory staff, and with staff to be trained. Once these needs are described, priorities in objective setting can be defined at all three levels. It is important to consider whether the needs expressed are legitimate training needs or organizational development needs. In order to form reasonable objectives, it is necessary to explore what the trainers really need to know through the advise of the trainers themselves, the training staff, and experts in the subject area. It is suggested that tentative objectives be developed by the trainers and then modified and internalized by them. The author prefers using the andragogical design, which integrates both cognitive and experiential learning, and provides needed flexibility. She feels that brief follow-up sessions lend substantial reinforcement. In implementation, time should be scheduled for presentation of necessary background material, for work periods for the learning groups, and for optional content focus selected by the participant. Trainees should participate in the design of the evaluation instrument, which should include feedback from the participants, trainers, resource people, project directors, and, ideally, agency administrators. Appendices provide a detailed syllabus that illustrates the process.

3

MANPOWER UTILIZATION THEORY

AUSTIN, MICHAEL. "PARAPROFESSIONALS AS ADULT LEARNERS." IN *PROFESSIONALS AND PARAPROFESSIONALS*. NEW YORK: HUMAN SCIENCES PRESS, 1978.

Austin sees the relationship of professionals and paraprofessionals as changing and growing. The developing colleague relationship represents a departure from the traditional supervisor-supervisee relationship, and is redefining the training needs of paraprofessionals as adult learners. Traditional training programs have attempted to orient the worker to specific agency practices and functions, with few attempts at providing comprehensive, career-oriented staff development. It is suggested that training at the entry level should progress from generic training in the human services to specialized training in health, social services, and related fields, and finally to specialized job skills. Knowles' assumptions about adult learners are discussed, as are factors of training design. The need to understand generic human services activity is the basis for a training model that includes both the process and the content required for upgrading paraprofessionals: (1) Pre-Training Phase - identify readiness for training and entering competencies; (2) Training Phase - exposure to material, reinforcement, retrial, and internalization of knowledge; and (3) Post-Training Phase - performance evaluation improvement on the job, and continued training and education. A 12-role model of manpower utilization is described that could be used for developing an integrated curriculum of human service knowledge and skills. Four primary areas requiring skills can be identified in training content: (1) working in the human services, (2) getting services to people in need, (3) counseling and treating human service consumers, and (4) working with consumers and other workers to manage services. The first area serves as an orientation to human service work, while the remaining three areas are seen as the primary groupings of work in the human service roles and activities are derived.

AUSTIN, MICHAEL J., AND SMITH, PHILIP L. "MANPOWER UTILIZATION AND EDUCATIONAL ARTICULATION: THE FLORIDA EXPERIMENT IN COLLABORATIVE PLANNING." IN

APPROACHES TO INNOVATION IN SOCIAL WORK EDUCATION. NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1974.

This paper describes an attempt to develop a planning model that will both deal with agency manpower utilization problems and assist educators in redesigning curricula. The need for joint planning between the fields of practice and education should be based on the continuum concept that has multiple entry and exit points and offers a variety of alternatives related to both continued academic preparation and employment. Manpower utilization is approached from three perspectives: service delivery, personnel administration, and staff development. The authors believe that issues of manpower utilization must be considered from all three perspectives in order to assure effective implementation of differently staffed services. The service delivery perspective extends supervision to include service management. Agencies should use the latest available concepts and technologies in manpower utilization so that planning for new services makes effective use of personnel. Functional job analysis and the Southern Regional Education Board's 12 work-role model for manpower utilization in social service agencies are briefly discussed. From the personnel administration perspective, it is important to identify the key elements of personnel administration, and critical to develop reliable performance standards. From the staff development perspective, it is important that administrators and program planners develop agency training programs at all levels for new work roles and to serve as a mechanism for career advancement. Staff development should have a distinct continuing education focus and provide sound in-service training for basic orientation, changes in job requirements, ongoing skill development, and upward job mobility.

HENRY, SUE. "CAREER LADDER OR CAREER LATTICE." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75.* AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

The concept of social work education as a continuum or ladder with ascension representing upward job mobility is a notion that the author feels is held not only by the social work education establishement, but by the profession in general. As a result of the liberating trends within the profession and of civil rights for Blacks, women, and other groups, some educators and pracitioners have contemplated a different type of structure for social work education and personnel utilization. The author advocates replacing the career ladder concept with the career lattice concept, which presents the opportunity for both upward career mobility and lateral movement (career enhancement) on a specific-function level. Continuing education programs are particularly appropriate vehicles to promote lateral career movement as they afford the opportunity to update practice knowledge and to develop specific problem-solving skills. The author emphasizes that rather than tying career advancement and formal education together as the only means of upward mobility, continuing education programs can be designed for skill and level-specific training. Whether the learning takes place in a university, in a training institute, or as agency staff development is less important than the relevancy of the content to the learners' needs. By using two specific positions that deal with managerial function, the data manager, and the administrator, the author illustrates how continuing education courses can be designed to apply to specific-level learning and specific-skill training. The training should be of short duration and directly related to practice needs. Finally, some implications of the career lattice for organizations, workers, and social issues are briefly discussed.

NATIONAL INSTITUTE OF MENTAL HEALTH. CONTINUING EDUCATION BRANCH, DIVISION OF MANPOWER AND TRAINING PROGRAMS. *CONTINUING EDUCATION IN MENTAL HEALTH: PROJECT SUMMARIES.* ROCKVILLE, MD.: NATIONAL INSTITUTE OF MENTAL HEALTH, 1974.

In response to numerous requests for greater dissemination of information, the Continuing Education Training Branch of the Division of Manpower and Training Programs, National Institute of Mental Health, undertook as a staff project the compilation of this volume of summaries of NIMH-funded continuing education projects. Questionnaires were distributed to the directors of programs for physicians, psychiatrists, behavioral scientists and allied professionals, nurses and related personnel, social workers and related personnel, and interdisciplinary training. Respondents were asked to outline their programs in terms of background and objectives, methods and content, students, and program evaluation, incorporating a description of the decision-making processes for planning and implementation. Although programs varied widely in scope and educational level, they appeared generally responsive to the needs of individuals and organizations to acquire skills that would improve service delivery in the mental health field. Section Five, "Continuing Education for Social Workers and Related Personnel," summarizes 18 continuing education programs sponsored by schools of social work, professional organizations, a department of mental health and hygiene, and an interstate commission for higher education.

4

ORGANIZATIONAL CHANGE THEORY

BRAGER, GEORGE, AND HOLLOWAY, STEPHEN. *CHANGING HUMAN SERVICE ORGANIZATIONS: POLITICS AND PRACTICE*. NEW YORK: THE FREE PRESS, 1978.

The authors see the literature on organizational problem solving and change as having two major emphases. The first is on how top-level managers can induce lower-ranking employees to comply with administrative innovation; and the second, stemming from the organizational development field, is on the process by which a third-party consultant can assist top management in initiating change. Suggesting that change in a human service organization often can be successfully initiated by workers who lack formal power, Brager and Holloway provide a theoretical and practical guide for effecting change from the bottom up. The book presents a conceptual definition of change, and the strategic considerations that must be taken into account in order to gain support for a planned change, neutralize opposition, influence superiors, and otherwise successfully introduce the change. Drawing on concepts from psychology, social psychology, social psychology, sociology, and especially management and organization theory, the authors provide a practice model that illustrates how change actually occurs and helps the worker assess the feasibility of a change as well as to implement it. The practice section is illustrated with case examples from human service organizations in which successful change was initiated by professionals below the top-management level. However, the methods are applicable for lower-level workers in any kind of organization. The authors did not make a direct connection between their views or approaches to organizational change and continuing professional education as a change agent strategy. The readers will need to make their own connections in this regard. There remains, however a wealth of useful perspectives and practical suggestions for the continuing education in this volume.

FALCK, HANS S. "THE CONSULTANT AS AN INSIDER AND CHANGE AGENT: THE PROBLEMS OF BOUNDARIES IN SOCIAL SYSTEMS." *ADMINISTRATION IN MENTAL HEALTH*, VOL. 5 (FALL/WINTER 1977).

The author feels that the inside consultant must be sensitive to ethical and psychological issues in human systems that are of lesser importance to the outside consultant. This article develops a conceptual approach to the problem of boundary in social system theory. The first section discusses the introduction of an outsider into an ongoing system in which he or she is expected to work as a full-time inside consultant and change agent. The inside consultant is atypical because he or she offers a service charateristically given by outsiders. The consultant is a guest, not a colleague, so his or her overall accountability is limited. Viewing the consultant as an outsider is static and makes no allowance for consultation as a process rather than an event. Falck feels that unless the consultant believes in change for the better, he or she has no role and is an insider because he or she interacts, develops relationships, and impacts on the bureaucracy. Part II discusses the broader conceptual issues of boundary. Organizational boundaries are considered as being created by the norms required for membership in the system rather than from outside. The dangers are discussed of viewing the social system in a too-restrictive form by arbitrarily specifying boundaries that fail to take into account impacts from the outside, or to set boundaries so far from the cohesive center that no elements hang together with systemic clarity. It also is suggested that the line between inside the system and the outside environment is more tenuous than commonly thought.

HOOYMAN, NANCY, KAPLIN, JUDITH, AND BRENDEN, MARY ANN. "THE NEW ROLES FOR WOMEN IN SOCIAL WORK: SKILLS FOR CHANGE.: IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*. AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

Traditionally, women have been concentrated in lower-level, direct service positions in the field of social work and primarily have been concerned with effecting individual client change, not social change. In response to this situation, the authors offer a model training program that can be implemented at the academic or practice level, and provides one means of eliminating the barriers that isolate women from higher-level positions. The model deals with personal values, skills, and knowledge within internal, interpersonal, and organizational contexts. The historical development of internal barriers, interpersonal and role-relationship barriers, and structural, organizational barriers is briefly outlined. Although the three components of the training model (internal, interpersonal, and organizational) are categorized separately, the program deals with these areas both developmentally and sequentially, and the importance of an integrated approach is stressed. The three components are briefly detailed. Although the program is viewed as an ongoing process, it is adaptable to a number of formats such as seminars, workshops, and particularly to continuing education or extension programs with their reputation for being appropriate vehicles for the introduction of innovative material. The authors suggest that formal education should provide the knowledge necessary for a woman to enter an organization and that the training model would provide the skills necessary to function at a maximum level. Finally, it is proposed that a program for men be run concurrently to help them examine their values and concepts about women.

NATIONAL INSTITUTE OF MENTAL HEALTH. *CONTINUING EDUCATION: AGENT OF CHANGE.* ROCKVILLE, MD.: NATIONAL INSTITUTE OF MENTAL HEALTH, 1971.

This volume details the proceedings of a national conference on continuing education in mental health sponsored by NIMH. Effective manpower utilization is seen as pivotal in implementing new mental health programs now being developed as a result of federal, state, and local legislation and planning. The conference focused on continuing education as a bridge between the academic world and the human service delivery system, and emphasized continuing education as an agent of change. There is a need for coordinated planning at the local, state, and federal levels, and the following recommendations are made for mental health continuing education: (1) NIMH should serve as a clearinghouse for information about continuing education in mental health, including bibliographies, model programs, approved and disapproved projects, continuing education research utilization reports, and resources other than NIMH; (2) NIMH should provide support for training key personnel, planning for program development, training to optimally utilize nonprofessional personnel, and national and regional conferences; (3) NIMH should provide consultation in continuing education program development in mental health; (4) NIMH should encourage accreditation for continuing education; (5) NIMH should encourage general development of the continuing education field by fostering cooperation among agencies at the national level which are responsible for continuing education programs, development of consortiums, development of programs that focus on prevention as well as treatment, and coordination of programs at the state and local level between universities and agencies; and (6) NIMH should develop guides and criteria for program development and evaluation methods. The text of the plenary sessions, the reports and recommendations of each workshop, and a list of participants is included. Appendices include definition of continuing education and background material on in-service training.

ORTON, DWAYNE. "CHANGING TECHNOLOGY AND CHANGING MEN." IN *CONTINUING EDUCATION: AGENT OF CHANGE.* ROCKVILLE, MD.: NATIONAL INSTITUTE OF MENTAL HEALTH, 1971.

Orton outlines some fundamental currents of change that have impacted on continuing education, and illustrates them from the world of business, which he feels has moved far ahead in the area of continuing education development of people. To build a business, a hospital, or service delivery system, one must first build people. The author sees continuing education as an essential, mainstream function of our social structure and explores a number of changes in society that support this fundamental function. There is evidence of a generic change that is taking place in society which is seen in the demand for a future orientation in the thinking of modern man. The nature and character of jobs are shifting. One source projects that 60 million jobs will change in the coming decades.

Skills become obsolete and the concept of work is changing. There is a movement away from the work ethic toward the concept that humans may lead socially useful lives with no relation to the production of something of particular economic value. They can now deliberately create change and plan for the future. They can fix goals, control the process of change, and direct its impact. Looking at the future and planning the path to reach it is the fundamental shift in thinking, and human development through continuing education is a practical consideration of future orientation. There also is evidence of a shift from a society primarily dependent on physical power to one primarily dependent on "brain power," and further indications of a shift in the characteristics of knowledge itself, from empirical, pragmatic processes toward the central importance of and dependence on theoretical knowledge.

SWACK, LOIS G. "HELPING THE SCHOOL SOCIAL WORKER MAKE A DIFFERENCE," IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

As a result of the need for school social workers to redefine and broaden their role in school systems, the Continuing Education Program of the School of Applied Social Sciences at Case Western Reserve University co-sponsored a three-day workshop in November 1972. The initial objectives of the program were: (1) to legitimize a change agent role for the school social worker, (2) to develop commitments by teachers and administrators to utilize the services of the social worker in order to attempt to deal with causes rather than symptoms, and (3) to help social workers develop the skills needed to function as change agents. It was felt that the planning and the workshop itself would have an impact only if the participants included social workers, school administrators, and most importantly, policy makers on a local and state level. School social workers are viewed as unique in their function as professionals who spend the majority of their working time in the community, have expertise in solving community problems, and can convey the mood of the community back to the school system. The conference was composed of four major speakers, small groups designed to include teachers, administrators, and social workders which utilized group problem-solving methods, and an evaluation session. The author outlines the purposes and objectives of the conference and the advantages and benefits to the school. Major areas of discussion were roles, common problems, and recommended strategies. Although during the planning stage there had been some resistance to including administrators, the experience was perceived to be a positive one.

ZALTMAN, GERALD, AND DUNCAN, ROBERT. *STRATEGIES FOR PLANNED CHANGE*. NEW YORK: JOHN WILEY AND SONS, 1977.

This book, which describes the various strategies and tactics available for creating social change, has several objectives. The first is to present a number of ideas around the broad topics of introduction to social change; definition of social change; resistance to change;

facilitative, reeducative, persuasive, and power strategies; the use of multiple strategies; actors in the change processes; and the often-neglected topics of research use and translation, and ethics in social change. A second objective is to bring together some of the literature about innovation diffusion and organizational change. These two areas traditionally have been treated separately, and the authors see a need to draw them together as the dynamics of fieldwork and organizational dynamics interact. Thus change agents concerned with altering organizations must have familiarity with change processes among individuals, and vice versa. A third objective is to identify the experiences in social change that have implications for creating change or illustrate an important point, and would not normally come to the readers attention. A fourth objective is to identify the various considerations a change agent must be sensitive to and to state a number of principles that may serve as guidelines. A fifth objective is to highlight topics related to planned social change but which, in the author's judgment, are often given too little attention in that context, particularly the issues of resistance to change, problem definition, research use, and values. Each chapter concludes with a summary of basic principles to be followed in the accomplishment of planned change. Planned change represents one of the tools available to continuing social work educators to attain their primary goal of improved service delivery. Although this book was not written with the continuing educator in mind, it still provides much information and some theoretical perspectives for immediate use by the continuing educator in social work.

5

CONTINUING SOCIAL WORK AND PROFESSIONAL EDUCATION THEORY

COLEMAN, MORTON. "CONTINUING EDUCATION AS PART OF THE SOCIAL WORK CONTINUUM." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

Coleman proposes that the maintenance of a viable social work education continuum must include the expansion of continuing education programs, both to increase a large and varied constituencies' ability to perform more effectively, and to develop a broad range of support for their philosophy and programs. He reviews elements of the conceptual framework of the social work continuum and continuing education, using Kurt Reichert's definition that views the training mission as a mechanism for upward employment mobility. In an environment of shifting demands and resources, continuing education is a means of helping the practice of social work to adapt. With a sharp reduction of public funds for social welfare, continuing education can play a vital educational and political role. It must build support for the future of social welfare activity and the social work profession by providing information and hard knowledge to policy makers, political leadership, private financial interests, influential citizens, consumers of social welfare activities, and groups such as unions, who historically have supported social welfare programs, but recently have withdrawn that support. In the author's view, this is a legitimate function of social welfare, and not to be viewed as propagandizing.

COUNCIL ON SOCIAL WORK EDUCATION. *CSWE WORKSHOP ON CONTINUING EDUCATION: A REPORT*. NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1970.

This report presents the highlights of the first workshop on continuing education for directors and coordinators of continuing education programs in graduate schools of social work held by the Council on Social Work Education in April 1970. Participants were involved in the planning and identified five areas of interest that served as lecture topics. The following articles cover the content of these lectures, with reactive statements by well-known personnel from the continuing education field: "Program Planning for Adult Learners," by Eugene DuBois; "National Mental Health Priorities for Continuing Education," by Margaret E. Hoffman; "Components of a Comprehensive Continuing Education Program," by Victor I. Howery; "Administrative Structuring and Financing of Continuing Education for Social Work - An Integrated Approach," by Oscar Kurren; and "Major Trends and Resources in Continuing Education," by Clifford L. Winters. A pervading theme during the conference was the formulation of learning theory appropriate for teaching experienced practitioners, and setting goals with measurable outcomes. A videotape on setting instructional goals was prepared by Robert Mager, which dealt with how to specify measurable goals. A continuing education planning simulation (CEPS) prepared by Armand Lauffer, structured to deal with problems of continuing education design within the university, was offered as an optional activity, and the "Process of Planning and Developing a Specific Course" was addressed by Helen U. Phillips. Reports of these activities plus recommendations for further areas of involvement by the Council on Social Work Education in continuing education are included.

FAHERTY, VINCENT E. "CONTINUING SOCIAL WORK EDUCATION: A DELPHI STUDY OF THE VETERANS ADMINISTRATION SALT LAKE CITY REGIONAL MEDICAL EDUCATION CENTER." DSW DISS., GRADUATE SCHOOL OF SOCIAL WORK, UNIVERSITY OF UTAH, APRIL 1975.

Faherty feels that the social work profession must adapt continually as society changes and evolves. He sees continuing education as the vehicle by which obsolescence can be avoided through acquisition of new knowledge and skills. The primary purpose of the study was to synthesize the available continuing education literature into a series of statements regarding the theories, methodologies, and content of continuing education, and then, using the Delphi method, attempt to ascertain the participants' perceptions of continuing education. Participants included social workers, administrators, and a sample of educators with significant influence in the field of continuing education. A model of continuing education for social workers is then developed that utilizes the elements of the survey, which achieved high participant consensus. A description of the model and an evaluation of the Delphi process are included. The following findings are discussed: (1) despite the recent issues of accountability and program evaluation, research was excluded from the content area; (2) continuing social work education should relate to several systems (for example, agency system, university system, etc.); (3) an artificial dichotomy exists between continuing education and staff development; (4) the concept of andragogy as defined by Knowles was supported; (5) for the professional, learning is a lifelong experience; (6) the focus of continuing education should be directed toward both individual and agency change; (7) the motivation and personal involvement of the learner is more important than the teaching methodology; (8) content should be broad in scope and include the areas of direct service, administration, and policy; (9) there should be more coordination between agency/practice and university/education; (10) no program should be initiated without evidence of community need; (11) no program should be planned without input from the university, agency, community, and client; and (12) there will be occasions when reeducation needs will be related to professional rather than agency interests.

INSEL, SHEPARD A., HOGGARD, ROBERT, AND ROBINSON, BRUCE A. *CONTINUING EDUCATION FOR LICENSED PROFESSIONALS IN CALIFORNIA*. SAN FRANCISCO: CALIFORNIA STATE UNIVERSITY, 1972.

This publication outlines the findings and recommendations of a survey study on continuing education for licensed professionals in California. Although the data are not comprehensive, the authors feel that a number of generalizations can be made. The returned questionnaires indicated that (1) workshops and lectures were seen as the most suitable modes of continuing education; (2) seminar groups meeting off-campus made up of fellow professionals in local areas, and conducted by experts in their respective disciplines certified by the local state university or college ranked highest in program arrangements; (3) evening classes held within proximity of the residence of the respondents were generally second and third in rank of suitable program arrangements; (4) an average of 67.3 percent across all six professional groups studied indicated an interest in seeing academic credit assigned to continuing education programs for license renewal purposes; and (5) each professional group reported a range of courses and programs they would like to see included in continuing education efforts for license renewal purposes. It is concluded that most groups seeking continuing education programs are not in a position to deliver organized educational offerings, thus the higher education system probably will provide most continuing education programs. The report indicates that continuing education in California presently is an open market, providing programs in response to consumer demand. It is suggested that it may be time to coordinate the offerings of the public and private universities, colleges, community colleges, and professional associations to insure presentations of equal value and quality. These institutions of higher education also should be linked with the legislative mandate of the licensing agencies.

JONES, CHARLES A. "AN ANALYSIS OF SELECTED SOCIAL AND PSYCHOLOGICAL VARIABLES AFFECTING PROFESSIONAL CONTINUING EDUCATION LEARNING GROUPS CONSISTING OF PEOPLE IN HELPING PROFESSIONS." PhD DISS., UNIVERSITY OF MICHIGAN, 1977.

The research here is based on the assumption that social power, both assertive and nonassertive, might prove to be highly associated with attitudes and behaviors of individuals participating in learning groups related to continuing professional education, because professionals generally are not traditional learners and often exercise considerable social power in the authority structure of their institutional setting. When the professional assumes the role of a student, he or she may have learning difficulties resulting from loss of status. The author hypothesized that the joint arousal of both social power and the group priorities of polarization, stratification, homogeneity, control, and participation might be highly associated with goal achievement in a professional continuing education program. The sample consisted of 822 practitioners in the helping professions. The major assumption was that similar social power dispositions of group members would promote a more positive group atmosphere and result in a greater possibility of significant educational goal achievement. An analysis of the data suggests that social power was not a significant predictor of goal achievement in a continuing education experience; thus the major hypothesis was rejected. The research explores the parallels between educational process and some social and psychological conditions that exist in learning groups. Three general implications for program planning are suggested: (1) program planners should be alert to individual differences and provide goals and opportunities that are flexible and varied; (2) for participants high in assertive power, issues of autocratic versus democratic teaching methods are important; and (3) program staff should be aware that the same learning encounter may be differently evaluated by those who are assertively and nonassertively oriented toward power. Traditional lectures, lack of structure, and emphasis on job title may cause those who are nonassertively oriented to withdraw.

KNOX, ALAN B. "LIFE LONG SELF-DIRECTED EDUCATION." IN *FOSTERING THE GROWING NEED TO LEARN*. ROCKVILLE, MD.: DIVISION OF REGIONAL MEDICAL PROGRAMS, 1974.

In this paper, Knox presents a general approach to continuing education that emphasizes life-long, self-directed education. The main responsibility for continuing education is placed on the individual professional, recognizing that professionals will vary greatly in self-directedness and the amount of assistance they will need. The approach is based on three assumptions: (1) the effective self-directed learner will perform most of the mentor roles that are performed by good teachers of adults; (2) the basic process that underlies successful self-directed education is the use of effective strategies for alternating between action problems and knowledge resources; and (3) self-directed education typically will persist throughout the professional's career because the rewards of improved performance will both sustain interest and guide the selection of subsequent professional developmental activities. The approach consists of five interrelated components. First, identifying the major gaps between actual and criterion performance (needs). Second, becoming aware of the setting as it relates to continuing education, including inducements and barriers to continuing education (setting). Third, selecting educational objectives that have high priority regarding both desirability and feasibility (objectives). Fourth, selecting and organizing learning activities that will produce and sustain more effective professional performance (activities). Fifth, evaluating the extent to which the activity meets the expectations (evaluation). This approach could provide cooperative regional planning for development of health manpower and help those who attempt to facilitate the efforts of professionals to increase their competence. It also would provide for articulation between disciplines and between preparatory and continuing professional education.

McCAULEY, N. ALFRED. "PROFESSIONALS IN THE COMMUNITY." IN *CONTINUING EDUCATION FOR THE PROFESSIONS*, ED. L.W. NATTRESS, JR. CHICAGO:

NATRESOURCES, INC., 1970.

In the opinion of the author, continuing education should help professionals bear in mind their responsibility to the society in which they practice, and to keep their perspectives more clearly focused on improved services to the community. He feels that professionals must learn from the consumers of their services what the consumers' needs really are. A part of the content of continuing professional education must relate to clients perceptions and changing attitudes toward the restrictive services and behaviors in service systems that professionals have helped build and administer. Continuing education also must deal with the shift from a social ethic based on survival to one based on self-actualization which gives new meaning to work, permitting many to shift from one profession to another. As the professions are splintered into other professions and subprofessions, broadened continuing education content will be required to assure that developing professional values and ethics are more responsive to social change. Further, increasing costs of services, because of a proliferation in a widening range of settings, will require a gradual merging of settings into a more comprehensive type in which professionals will have to relate more to each other's disciplines, goals, and values in the solution of client problems. This will require interdisciplinary training that will have to come through continuing professional education until such time as we can break out of our institutional training rigidities and incorporate more interdisciplinary training into the professional schools' curricula.

OSTRANDER, KENNETH H., AND ANDERSON, ROBERT A. "SOME COMMENTS ON PROBLEMS ASSOCIATED WITH THE CONTINUOUS EDUCATION OF PROFESSIONALS." IN *THE ASSESSMENT AND DEVELOPMENT OF PROFESSIONALS: THEORY AND PRACTICE*, ED. PRESTON LeBRETON. SEATTLE: UNIVERSITY OF WASHINGTON PRESS, 1976.

Three key problems associated with continuing education for the professional are discussed in this article. First is the question of whether continuing education is education or training. The authors take the position that continuing education should be educational in focus, based on their observations of the nature of professional work. They see professional work as complex, requiring diagnostic ability that is conceptual in nature, and although there often is a scientific component, essentially judgmental. This position does not overlook the fact that training activities frequently are supportive, if not indispensable to the effort. An educational approach will be more successful because it is less threatening to the professional's sense of identity. Secondly is the problem of how continuing education practitioners can explain the purpose of their activities, especially in situations where funding or other forms of support are being sought. Continuing education programs frequently are challenged to show outcomes, and the problem of justification often can be overcome if the continuing education effort can be translated into practical outcomes. Finally, the question of what should be assessed and evaluated in continuing education is addressed. Two familiar areas of evaluation are summative (has the continuing education client organization achieved its goals?) and performance evaluation (are employees doing the kind of job they ought to be doing?). Most evaluation appears to focus on these two areas, but the authors feel that there are other areas that should be evaluated, such as transactional evaluation (the facilitation of transaction or communication among members of the organization), and formative evaluation (arrival at desired goals depends in part on engaging in the right activity) such as the Program Evaluation and Review Technique. The authors note that orientation differs from evaluation in that it involves the transmittal of values.

WEBSTER, THOMAS G. "CONCEPTS BASIC TO CONTINUING EDUCATION." *SOCIAL WORK EDUCATION REPORTER* 19 (SEPTEMBER-OCTOBER 1971).

This paper considers several concepts fundamental to continuing education that are part of the background of continuing education activities, but frequently are not focused on. Advances in the science of learning from the emphasis on inert facts to the stimulation and guidance of the learner toward self-development are discussed. In the modern world a premium is placed on adaptive learning, and in the author's opinion, continuing education is a major means of facilitating adaptive adult learning in a broad social context. Continuing education program objectives determined by inputs from all those with a vested interest in the sponsoring organization fosters social relevance for the organization's activity. As lines between social services, health, and education blur, relevant continuing education is necessary in order to master increasing cultural complexity. In a time of rapid change, continuing education is necessary not only to transmit new technical knowledge, but to facilitate adaptation to career and organizational change. Programs can be significant in reducing frustrated aspirations by fostering skills and growth, and in reducing isolation by participating actively in the outside world. Continuing education is a major way in which agencies and schools of social work can influence each other. It is an agent of change and is itself changing. Programs must keep in touch with the adult world by involving faculty, prospective students, and other relevant persons in the planning process. Social work continuing education is itself a technical field and has much to learn from agriculture, industry, and the military, and the same time has much to contribute based on its knowledge of community or organization and staff development. A supply of continuing education experts must be trained and more research conducted. There is a need for a simple, effective evaluation mechanism that can be applied to programs which lack basic research capacity.

WILLIAMS, BARBARA V. "BREAKING THE SPACE-TIME BARRIER: DELIVERING CONTINUING EDUCATION TO THE PROFESSIONAL." IN *THE ASSESSMENT AND DEVELOPMENT OF PROFESSIONALS: THEORY AND PRACTICE*, ED. PRESTON P. LeBRETON. SEATTLE: UNIVERSITY OF WASHINGTON PRESS, 1976.

In the author's view, continuing education is a concept that has long been viewed by institutions of higher education as peripheral to their central focus on research and learning. She sees a number of social and economic factors that are forcing academics to reassess their responsibility for continuing education, particularly as it relates to the professional. In the United States, the job classification of "professional" is increasing more rapidly than any group except "general clerical." Society's demand for mandatory continuing education, combined with a decreasing college age population, has forced universities to examine the educational needs of professionals, who are potentially the largest continuing education consumer group. Faculty in a professional school are uniquely equipped to disseminate university-generated research and interdisciplinary approaches to problem solving, but the logistical problem arises of delivering continuing education to the practitioner. Concommitant with academic acceptance of the legitimacy of continuing education as a university mission must come a commitment to the outreach principle. The following techniques of correspondence and independent study are examined: study guides, audio cassettes, closed circuit t.v., cable t.v., instructional t.v. fixed service, satellite t.v., open broadcast t.v., video cassettes, radio, newspapers, instructional learning kits, tutorial assistance, and on-campus group meetings. Study findings are cited which show that teacher resistance is the greatest deterrent to the spread of technology. It is suggested that institutional support and encouragement are necessary to stimulate the use of new media techniques.

6

STAFF DEVELOPMENT AND IN-SERVICE TRAINING

ABELS, PAUL A. *THE USE OF GROUPS IN SUPERVISION, TEACHING, AND LEARNING.* CLEVELAND, OHIO: CONTINUING EDUCATION PROGRAM, SCHOOL OF APPLIED SOCIAL SCIENCES, CASE WESTERN RESERVE UNIVERSITY, 1974.

The author sees supervision as an important part of the staff development program of any agency. Staff development is defined as the total planned process by which a staff member is helped to understand the agency, carry out his or her function, and improve the agency's ability to serve the client. The administrative procedures upon which a good staff development program depend are discussed, as are the reasons for the importance of supervision in the process. This book explores the new supervisory knowledge and transactional styles, and focuses on some of the trends that seem to be developing in maximizing the transactions which take place between people in any learning or helping process. The main purpose of supervision is quality control, and supervision should provide the following aids to the worker: (1) an opportunity to learn the skills necessary to carry out his or her function; (2) opportunities to explore the frame of mind for helping, and the values, attitudes, and ethics of the helping persons; (3) the support of a person whose view is more objective, more experienced, or from other disciplines; (4) an opportunity to learn the theory and knowledge base that support practice skills; (5) a buffer against which to test out new ideas and to be tested in return; (6) a link in the agency through which the chains of accountability must pass; (7) a link in the agency for both client advocacy and agency change; and (8) a source of quality control to meet the demands for effective practice. Abels feels that good supervision cannot be founded on poor practice; but additionally, to quality as a good supervisor one must have the ability and skill to transmit learning. He discusses supervision as an educational process and contracting as a supervision tool, and details the basics of group behavior and function, and the nature of group supervision. The approaches of Berne, Lewin, and Bion to change in the supervisory process are outlined.

ABELS, PAUL A. *THE NEW PRACTICE OF SUPERVISION AND STAFF DEVELOPMENT: A SYNERGISTIC APPROACH.* NEW YORK: ASSOCIATION PRESS, 1977.

Although this is a book that encompasses the supervisory relationship, its primary concern, from the author's viewpoint, is social practice. The history of supervision is traced from supervisor as overseer to supervisor as counselor to supervisor and supervisee in a reciprocal transaction. Changing models of supervision reflect our changing understanding of what the nature of relationships among people should be. Abels sees the social work profession as entering a more synergistic period of development. Synergy is defined as the ability to work together for mutual benefit, and Abels focuses on synergistic transactions as the cornerstone of supervisory interactive patterns. This book is concerned with those approaches that help people see their relationship with one another and help them understand the importance of mutual aid in the accomplishment of learning. Synergistic approaches move people to unity and minimize statuses and differences that separate them. Supervision as a method of staff development should provide the worker with the following aids: the opportunity to learn necessary job skills and to explore the values, attitudes, and ethics of the helping person; the support of a person with a more objective, more experienced or different view; an opportunity to learn the theory and a knowledge base to support practice; a buffer against which to test ideas and be tested in return; a link in the agency through which accountability flows; an agency link for client advocacy and agency change; a source for quality control; a milieu in which scientific thinking is the life style; and the opportunity as part of a moral community to seek what "ought to be." Supervision is viewed as a component of continuing education as well as a staff development tool.

AMERICAN HOSPITAL ASSOCIATION. *SOCIAL WORK STAFF DEVELOPMENT FOR HEALTH CARE.* CHICAGO: AMERICAN HOSPITAL ASSOCIATION, 1976.

This publication defines staff development as a concept, as a component of administration, as a composite of knowledge and skills, and as a dynamic process. The authors feel that staff development is appropriately used to describe a range of activities broader than training. The objective of a social work department's staff development program in a health care facility is to strengthen the worker's ability to carry out effectively the function of the department and the institution. Minimum goals should be: (1) knowledge of the requirements and standards of effective job performance, (2) knowledge and skills needed for effective job performance, and (3) knowledge of the position to which the worker is administratively responsible. The administrator's responsibility is to establish the expectation that each staff member will continue his or her individual learning and development. To be successful, staff development must be part of the administrative and supervisory process. Such training is characterized by: (1) planned use of teaching/learning techniques, methods, and principles by administrative and supervisory personnel; (2) use of special teaching/learning situations to supplement staff efforts; and (3) institutes, seminars, and workshops planned in relation to the institution's goals and worked out with all staff members. Staff development must focus on enhancement of both knowledge and skills. The dynamic process is discussed, including modes of development and training of supervisors. Allocation of funds and time within the framework of an organized administrative plan is essential, and should be consistent with staff needs and available resources. Appendices provide program models and a social work departmental staff development policy statement.

AUSTIN, MICHAEL. "PROFESSIONALS AS ADULT LEARNERS." IN *PROFESSIONALS AND PARAPROFESSIONALS*. NEW YORK: HUMAN SCIENCES PRESS, 1978.

In the author's view, the supervisory process has always included elements of both personnel supervision and service supervision, but only recently have issues of service management received attention. Utilization of paraprofessionals with specialized knowledge and the increasing alienation of the workforce as a result of ever-increasing technological change have created new interest in developing workers' self-management capabilities. Supervisory issues as they are reflected in the social services are briefly reviewed, including the administrative and teaching function of supervision. Some of the problems inherent in traditional supervision are: (1) the assimilation of knowledge and the worker's internalization of standards are weakened by extreme control; (2) the worker's professional contacts within the agency are too limited; (3) assignment of the teaching and administrative functions lean toward a concentration of power in one person; and (4) this dual function leads to an overly-complex assignment for the supervisor. Austin feels that insufficient attention has been given to the role of the supervisor as trainer and points out that supervisors have more direct contact with staff than staff development personnel. He suggests that the incorporation of adult education practices into the supervisors' training function represents an untapped resource for upgrading and educating staff. The future function of professionals relates to a larger problem, the determination of agency goals and objectives as a precursor to clearly defined role functions for social service personnel. A manpower utilization model is presented in which jobs are developed through an analytical process that begins with identification of client and system needs. Task analysis is discussed, including the concept of a task profile that includes both general and specific training needed, degree of instruction, and amount of supervision.

CRAMER, MARGERYFAY. "STAFF DEVELOPMENT - ONE SOLUTION." *SOCIAL WORK EDUCATION REPORTER* 21 (APRIL-MAY 1973): 35-38.

Changing social conditions have altered the effectiveness of traditional methods, and resulted in multiple societal demands on the social work practitioner to play an innovative role in his or her practice setting. Those responsible for agency staff development must respond with methods beyond an initial orientation program which will benefit the experienced as well as the inexperienced social worker. Staff development or in-service training must be an integral function of social agency administration.

This paper describes the response made by two agencies during a two-year cooperative program - a regional state institution for the mentally retarded, and a residential facility in the juvenile corrections system. The author details the planning, content, and evaluation of this cooperative project. She concludes that although the original intent was to involve social workers at all levels, a need for differentiation is emerging.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. *ANNOTATED BIBLIOGRAPHY ON IN-SERVICE TRAINING FOR KEY PROFESSIONALS IN COMMUNITY MENTAL HEALTH.* ATLANTA, GA.: DHEW, PUBLIC HEALTH SERVICE, 1968.

This bibliography pertains to in-service training of key professional personnel in community mental health programs: psychiatrists, clinical psychologists, psychiatric social workers, and psychiatric nurses. Materials included were published between 1960 and 1967. The publication includes the following areas: background; legislation; planning; services; grants; manpower; roles of organizations and key professionals; training - in-service, post-graduate, and staff development, including some general principles and procedures and descriptions of practice; training - residency and academic credit for psychiatrists, psychologists and psychiatric social workers; and brochures and curriculum outlines that are selected examples of the kinds of materials which often are available from various training centers and graduate institutions for the four key professionals.

FREY, LOUISE A. "DIRECTIONS IN EDUCATION IN THE PUBLIC SOCIAL SERVICES: STAFF AND COMMUNITY EDUCATION DEVELOPMENT." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK.* ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

The initiation or upgrading of a staff development program in a public welfare agency is the subject of this paper. Four ideas are suggested that may establish an appropriate philosophy of education: (1) replace Staff Development and Training with a title more reflective of its potential such as Staff and Community Education and Development; (2) require educational experiences based on adult education theory; (3) examine the status of the educational department and its ability to marshal resources; and (4) develop a departmental structure that reflects the adult education practice of participation of learners in developing and planning learning experiences. One method that may be utilized by a staff development department to earn status and power within the organization is to develop a climate for learning and a constituency. The following procedure may enable a staff development department to overcome bureaucratic obstacles and outmoded educational ideas: (1) set up the department on an adult collegial model rather than a bureaucratice one; (2) collect written job descriptions of the range of people in the system and use them as a base for discussions on the problems of carrying out the jobs as they relate to client needs; (3) set up similar discussions with client groups, workers, and supervisors; (4) throughout the process of involving people, try to use flexible, ad-hoc groupings; (5) assemble the results; (6) order the results and share them with representative groups; (7) discuss the meaning of the results and set priorities; and (8) set short- and long-range objectives for dealing with priorities, including a time frame. Implementation and evaluation of the process, which also includes the learners, is discussed, as is the necessity for an administrative structure that permits the process.

FREY, LOUISE A., AND DuBOIS, EUGENE E. "ANDRAGOGY AND SOCIAL WORK SUPERVISION: WHAT THEY CAN LEARN FROM ONE ANOTHER." *CONTINUING EDUCATION AND TRAINING* (AUGUST 1972).

The authors propose that although adult education and social work supervision have numerous similarities in their literature and philosophy, there are some differences and strengths that the two fields should attempt to acquire from each other for the purposes of growth and development. Social work supervision has two functions, an educational function that keeps workers up-to-date and continually expands knowledge and skills, and an administrative function that guarantees the quality of service to clients. Supervision as a dynamic process includes making an educational diagnosis of competencies and gaps in knowledge and skills, and the development of a plan based on the unique learning style of the supervisee. It is a joint process with mutual definition of learning objectives, delineation of responsibility, and setting an educational contract. A major technique is process recording, which is highly disciplined and results in the accountability of practice and learning that characterize professional behavior. The development and principles of andragogy are described. The authors see the variety of group methods as the most successful contribution of adult education. It is suggested that social work supervision adopt the facilitator stance of adult education, and encourage greater self-direction and autonomy in supervisees, in order to allow maximum development of independent, professional personnel. Adult educators should pay closer attention to and hold learners accountable for examining their practice and attitudes, and institutionalize critical practice analysis for maximum skill development. In this way, adult education could strengthen its professional status.

FREY, LOUISE A., AND SHATZ, EUNICE O. *HUMANIZING STAFF DEVELOPMENT*. BOSTON: BOSTON UNIVERSITY SCHOOL OF SOCIAL WORK, 1978.

The authors see staff development as the key to both more humanized direct practice with clients and to beginning the process of humanizing the structure of agencies. A number of factors that can lead to the dehumanization of social work practice are discussed. Staff development is viewed as a neglected component of social work education, and a theory and method for the design and implementation of a program that can be conducted by either an individual agency or jointly by a public and private agency is described. The major factor in a humanistic staff development program is that it is geared to people. The underlying concept is an educative process in which alternatives and values are thought through before action is taken. The major method of implementation is to involve workers directly in the learning process. Staff must identify their own needs and be involved in planning and program design. Objectives for learning should be clear and written in behavioral terms, which will form the contract for the teaching-learning transaction. Evaluation will determine how well objectives have been met and reinforce the mutual responsibility between learner and teacher. Instructors must interact well with adults, and be able to involve them in participation. "A Guide to Curriculum Course Development" is presented, which operationzalizes the principles. A further challenge to staff development is to prepare social workers to teach others to deliver services in a humanistic way. Staff development is more than just in-service training. It should be responsible for developing a plan for each worker for growth in work performance and progression in career, both within the agency and beyond it. The quality of agency personnel practice is closely tied to the quality of its staff development program.

KNOWLES, MALCOLM S. "SOME KEY THEORETICAL ISSUES IN IN-SERVICE TRAINING." IN *CONTINUING EDUCATION: AGENT OF CHANGE*. ROCKVILLE, MD.: NATIONAL INSTITUTE OF MENTAL HEALTH, 1971.

Knowles briefly describes some key issues in constructing a coherent theory of in-service education: (1) What philosophy of education is appropriate to in-service education, and what assumptions should be made about the learner and the learning process? (2) What organizational structure should be established for planning and operating in-service education? (3) What needs should be served, the agency's, the employee's, or both? And the corollary, how should these needs be determined? (4) What should be the objectives of in-service education and how should they be established? Should the behavioral outcomes be those desired by the employee, the agency, or some combination of both? (5) What should the role of teachers and leaders be, and the corollary, what kind of training should be given to teachers and leaders in in-service education? (6) How should programs be evaluated in terms of outcomes to the individual, the agency, or both? Knowles feels that learning will be most effective when employees have diagnosed their own needs, formulated their own goals, and engaged actively in a process of self-education or mutual inquiry. Teachers and leaders will be most helpful when they act not as transmitters of information but as facilitators of resources. Employees will be motivated to the extent that they are involved in the planning, execution, and evaluation of their own learning experiences. Techniques that make use of the learner's experiences, and learning sequences geared to the adults developmental tasks will be most effective. An in-service educational program should be organized around actual problems rather than subject matter topics, including supervision. Program objectives are derived from three sources of needs and interests: the individual's, the agency's, and society's. Adult education always begins with the learner's needs, and negotiates for the inclusion of the agency's and society's needs.

KURREN, OSCAR, FINCH, WILBUR, AND MATISON, SONJA. "ONE MODEL FOR AN INTER-RELATED PROGRAM OF IN-SERVICE TRAINING AND CONTINUING EDUCATION IN SOCIAL WORK." *SOCIAL WORK EDUCATION REPORTER* 17 (MARCH 1969).

The authors feel that with the rapid expansion and change in public welfare programs, the training and education of the BA public welfare caseworker requires expansion of agency and higher education resources. A possible solution might be greater planned use of university continuing education programs as a complement and supplement to agency in-service training. In the development of an interrelated program, two questions must be answered. First, what are the major differences in educational goals between in-service staff training and a planned program of continuing education? Second, what content is most appropriately taught by each? The authors advocate a four-step planned concept of continuing education in social work: (1) social work education at all levels contains certain common knowledge, value orientations, and practice concepts that can be conceptualized on a continuum from basic to complex theoretical formulations; (2) the purpose of a planned program is to act as an introduction or bridge to professional social work education and must represent a significant departure in educational content from in-service training. However, the curriculum must provide professional orientation to social work practice without becoming a watered-down version of the graduate program of social work education; (3) a structural relationship between the parts of the total system of professional social work education is implied. A planned program can provide access to academic awards or to career advancement; and (4) a well-conceived, soundly organized base for continuing education programming is necessary. A continuing education program must be viewed as a subsystem of social work education, and its characteristics recognized. The availability of quality teaching and administrative staff, funding, and space largely determines an institution's ability to develop a quality program. The authors then describe an experimental program for continuing education for the BA caseworker. Its purpose was to determine how a planned concept of continuing education could be interrelated with in-service training to achieve an overall educational design.

LARIMER, MICHAEL. *STAFF CENTERED DEVELOPMENT PROGRAMS IN SOCIAL SERVICE AGENCIES*. LAWRENCE, KAN.: UNIVERSITY OF KANSAS, 1978.

This paper discusses the development of a comprehensive staff development program focused both on overall organizational goals and individual development. The author has developed a model of staff development that will be of use to the internal staff development director of a human service agency, although developed from the perspective of an outside consultant who acts as facilitator in working with staff groups to formulate and deliver programs. Basic to the model is the following eight-step flow pattern: (1) the assessment of needs and capabilities leading to a comprehensive report that highlights immediate and long-term staff development needs as dictated by both internal and external forces; (2) organizational goal and objective analysis that relates and modifies the information gained in the assessment and capability phase in accordance with overall organizational goals and objectives; (3) change effect analysis that refines program plans with consideration given to how the proposed change might affect the rest of the organization; (4) intervention format/process/planning phase during which preliminary plans should be modified and final intervention plans formulated; (5) the implementation phase during which the author suggests that it may be advantageous to pilot the program with a small group; (6) the development of a comprehensive evaluation plan built into the project; (7) the assessment of effectiveness of the project to develop possible changes for future projects; and (8) the reassessment of needs by evaluating all information regarding the project and utilizing it to form new plans.

MALUCCIO, ANTHONY N. "STAFF DEVELOPMENT IN CHILD WELFARE." *CHILD AND YOUTH SERVICES* 1 (MAY-JUNE 1977).

This article summarizes findings from a selected review of the pertinent literature on staff development in the field of child welfare, especially since 1970. The focus is on goals, programs, innovations, and evaluation of effectiveness. A number of issues that should be considered more extensively are outlined. (1) The underlying assumptions regarding training programs should be made more explicit. A key unanswered question is staff development for what? (2) Further attention should be given to incorporating the evolving body of knowledge in adult education into the methods of staff development. (3) There should be consideration of the impact that an agency's environment has on a staff development program. The benefits of a program may be limited unless it is organized in a systematic way and offered in an environment that is conducive to learning. (4) It is necessary to establish programs that are more properly geared to the differential needs and goals of the range of staff members employed in an agency. (5) What is the relationship between staff development and professionalization? What incentives are provided for those who complete staff development programs? Is there a career ladder for those who engage responsibly in staff development? (6) There is no comprehensive conceptual framework for staff development or guide to organization of programs. A suggested example is given that develops job standards, identifies needs, determines objectives, develops curriculum, selects methods and materials, obtains instructional resources, conducts training, and evaluates and obtains feedback. The author found the literature to be primarily descriptive, and sees a need for critical, in-depth analysis of issues, goals, methods, and outcomes of staff development programs.

MEYER, CAROL H. *STAFF DEVELOPMENT IN PUBLIC WELFARE AGENCIES*. NEW YORK: COLUMBIA UNIVERSITY PRESS, 1966.

Carol Meyer's book deals with staff development for bachelor's-level public welfare workers without social work training. She focuses on the development of a program within the bureaucratic structure, and discusses the strains inherent in the bureaucracy. Staff development as a deliberate administrative process grows out of the requirements of agency practice and the learning needs of staff. It is an overall program related to the development of the practices of all staff that directly or indirectly affect services to individuals, groups, or the community. Broadly defined, staff development aims at improving attitudes of staff, encouraging them to think and make sound judgments, and supporting their desire to learn. It may be seen as a movement toward staff retention, as a counter to an emergency-ridden kind of practice, a model of professional social work behavior, or an administrative effort to help staff in the difficult jobs they have to perform. More specifically defined, staff development may take place in supervision, administrative staff meetings, agency seminars, provision of educational leaves and scholarships, or use of the agency library. Staff development has both an administration and education component, yet differs from both the function of the agency's administration and from professional social work education. Its purpose is in training staff so that service delivery is improved, the agency's programs and policies are carried out more effectively, and the clients are better-served. Professionalism, in-service training of staff, orientation of new staff, training of supervisors, and training methods are discussed.

MOBLEY, LOUIS R. "IN-SERVICE TRAINING IN INDUSTRY: THEORY AND PRACTICE." IN *CONTINUING EDUCATION: AGENT OF CHANGE.* ROCKVILLE, MD.: NATIONAL INSTITUTE OF MENTAL HEALTH, 1971.

This article deals with some of the issues of in-service training in industry that are applicable to other fields. The author sees the rising demand for highly technical products and skills and the automation necessary to produce these products as having made in-service training a way of life for progressive industry. A new kind of employee is emerging. He or she is well educated, mature, and creative; one of the conditions of employment he or she increasingly demands is the opportunity for continuing education. At the same time, jobs require higher levels of skill, and the high cost of recruitment and training encourages employers to retain personnel through upgrading and retraining. The result is more in-service training both in extent and variety. After a brief historical overview, some generalities are made regarding the types of programs and the kinds of companies in which they are found. Almost every company conducts a form of initial training for employers, usually on-the-job when hiring is low, and more formal on-the-job programs when employment is sustained. Companies undergoing change usually have retraining, upgrading, and refresher courses as well. Where large numbers of professionals are found, advanced courses are offered to prevent professional obsolescence. Frequently these courses are given by outside educational institutions. All of the discussed programs are company-initiated and motivated, and usually completed during company time and at company expense. It is important to note that the more progressive companies, particularly those with many professional employees, do not simply direct them to participate in training. Rather, participation is negotiated with the employee, with full weight given to the employee's interests and ambitions. Increasingly, companies are offering opportunities for voluntary study at company expense, through such programs as tuition refund, extension courses, and management study that frequently qualifies an employee for a better job.

RAPOPORT, LYDIA. "CONSULTATION IN SOCIAL WORK." IN *ENCYCLOPEDIA OF SOCIAL WORK*, 17TH ISSUE, VOLUME I. WASHINGTON, D.C.: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1977.

Social work consultation is defined as a professional method of problem solving involving a time-limited, contractual relationship between the expert consultant and the professional worker consultee. Its purpose is to provide the consultee with skills and strengths to solve a specific problem or to generally enchance his or her work performance. In public welfare, consultation has been geared to better staff development and in-service training. Although practice in consultation has become increasingly varied as social work methods and services undergo rapid change, the author feels that it is important to identify concepts and principles in which there is relative professional consensus, so that social workers may be trained in consultative methods. She identifies a number of essential components in consultation and briefly discusses education and training to prepare social workers for the consultative role. The consultative process is time-limited and goal-oriented. Four sequential steps are suggested: (1) preparatory phase - mutual exploration and negotiation, resulting in a preliminary contract; (2) beginning phase - more detailed aspects of the contract are clarified and a positive working relationship is established; (3) middle phase - joint problem solving with a decision as to the course of action to be followed; and (4) termination - by mutual agreement after the work problem has been solved. The process should be initiated for each new work problem. Periodic renegotiation after mutual assessment of usefulness and results serves as an informal evaluation mechanism. Several unresolved issues are discussed, including whether the appropriate role of consultation is staff development or the initiation of major changes in the service delivery system.

SCHOTTLAND, CHARLES I. *TRAINING FOR SOCIAL SERVICES IN PUBLIC WELFARE AGENCIES AND THE ROLE OF INSTITUTIONS OF HIGHER EDUCATION*. WASHINGTON, D.C.: DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, COMMUNITY SERVICES ADMINISTRATION, SOCIAL AND REHABILITATIVE SERVICES, 1977.

The purpose of this study was to develop an understanding of the operations of social service training units in public welfare agencies, emphasizing the analysis or relationships between these agencies and institutions of higher education. It also attempted to determine whether the advent of Title XX had brought about any changes in services and training programs, and to investigate how the training components were being related to the services offered through Title XX programs. Case studies from the six states surveyed are included. Great diversity was found with regard to the organizational structure of the agency; degree of decentralization of decision making and operations; priority given to training units within the agency; and the type and range of training programs offered. Some common characteristics were that training is usually carried out as a separate activity without meaningful links to the service programs offered by the agency; and that training staff usually do not share equal status with service personnel, and communication between these two groups was poor. A lack of focus in training was observed, and there was no systematic effort to identify training needs or for planning and assessment of training resources or outputs. Training grants to schools were very general in nature, providing for start-up funding, curriculum development, and student stipends. The usefulness of long-term support of institutions of higher education to fulfill agency training needs was questioned, and a shift in focus suggested toward short-term training of agency personnel.

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MANAGEMENT TRAINING

GRIFFIN, JERRY E. "INTERPROFESSIONAL ISSUES AND PROBLEMS IN MANAGEMENT EDUCATION." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*. AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

Although the social work profession has an historical concern for efficient management of service programs, few of its educational resources have been directed toward that end. Most schools of social work provide only superficial exposure to management practices and much of that information frequently is out-of-date by the time formal management positions are entered. In their search for competent management, agencies frequently hire from the business community or from public administration. This paper proposes an alternative - the purchase of management training for promising personnel from within the organization. It is appropriate to look to the university to provide this training. It is important that a diverse, carefully selected faculty with ability to teach adult learners be obtained, and crucial to select a training coordinator who can work with both the faculty and the agency in designing a program. The coordinator must achieve some balance between what is acceptable to the buyers of training and what is acceptable to the learners. Several problems in planning are discussed, and the author stresses the importance of relevance of the educational program to the participants and their organizations' needs. It is suggested that the coordinator and the agency representatives concur on the broad objectives of the training and that the content and instructional method be left to the faculty. Since effective planning is time-consuming, Griffin recommends that sufficient time be allocated in the initial budget negotiations. The time needed for planning appears to increase in proportion to the length of training. The diversity in perspective of the business and social work professions is discussed briefly. The professional skills of all fields represented can enrich the cooperative training effort, and the extent to which instructors need to integrate their presentation is dependent on the participants' needs.

KOUZES, JAMES M., AND IRWIN, KEITH W. "MANAGEMENT TRAINING THAT MAKES A DIFFERENCE." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75.* AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

Does management training make a difference? The authors have surveyed the available literature and determined that most programs are only nominally effective in producing improved job performance. A number of studies are cited that support this lack of success. Kouzes and Irwin conclude that "the lasting impact of new learnings is due to variables other than the training itself." The Management and Organization Development Training (MODT) program was developed as an attempt to conduct a management training program that would be unique and would successfully make the transference from theory to practice. The following hypothesis was the basis for the design: Management training can have an impact on improving the quality of human services only to the extent to which it can bring about organizational change as well as individual skill enhancement. Training was based on three assumptions: (1) individual and organizational development are complementary processes, (2) enhancing individual skills and improving organizational effectiveness are objectives that dovetail, and (3) human service agencies seeking to improve quality of service must integrate both individual organizational growth and development into their plans. Nine principles of training were developed that relate only to areas over which the trainer has some control. The basic themes and design of a MODT program for child welfare managers conducted by the Joint Center for Human Service Development, San Jose State University, are outlined. A number of findings of the nonscientific program evaluation are discussed. The authors conclude that it is possible to design an effective program, and although the variables external to the training appear to be the more powerful determinants of success, trainers have more control over these variables than they might realize.

OLIVER, JUNE, GERRARD, MEG, AND WILLIAMS, MARTHA. "MANAGEMENT TRAINING FOR WOMEN." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*, AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

Effective administration has long been a goal in human service organizations, yet systematic efforts to develop management potential from within the ranks of the organization have not always been present. This is especially evident in the fact that one subgroup, women, have been virtually ignored. For more effective organizational leadership it is essential that the status of women in management be examined, and that an attempt be made to determine how the managerial talents of women might best be utilized. The authors suggest that women have been excluded because men tend to "mystify leadership" when women are concerned, and that popular stereotypes have prevented women from being groomed for leadership roles. A number of barriers to advancement are explored. Internalized barriers caused by learned behavioral differences between men and women include women's "fear of success," their tendency to undersell themselves and underrate their abilities, and the conflict that results from the pressure of different role expectations. Formal organizational barriers result in policies that often hinder rather than help women to advance. Three informal mechanisms seldom available to women are being groomed by a mentor, observing appropriate role models, and interacting informally with coworkers and superiors. A model program is proposed based on Henry Mintzberg's principles in The Nature of Managerial Work (New York: Harper and Row, 1973). Such a program has been implemented successfully in the University of Texas Continuing Education Program. It utilizes a combined format of lecture, simulation, and case study to focus on three broad areas: technical skill development, human relations skill development, and skill development in areas specific to women's unique needs. The successful woman manager will be one whose organization has offered the opportunity for training in these areas.

SWACK, LOIS G., AND YANKEY, JOHN A. "SHORT-TERM MANAGEMENT TRAINING: PRACTICAL PERSPECTIVES." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*. AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

Using a fanciful historical perspective from 1995, the authors examine some of the issues facing society in the 1970s. Of the many themes, one common element appears again and again - the premium placed on accountability, both consumer and administrative. As a result of the complexities of managing both federal and foundation money, agency administrators are finding that their education and experience have ill-prepared them to deal with the demand for accountability. The Planning and Management Institute at the Case Western Reserve University School of Applied Social Sciences is offered as one solution. The factors that make continuing education especially suitable for meeting the need for short-term management training are outlined. Whatever model is used, the authors indicate that two critical questions must be asked: How much does the trainee need to learn in order to administer effective management practices? What structural learning methods best meet the learner's needs? In addressing these questions, planners must deal with certain critical issues: (1) selecting priority areas for content which are applicable to actual participant needs, (2) determining appropriate content within each of the specific areas, (3) balancing conceptual presentations and materials with experiential or application opportunities, (4) selecting faculty and teaching methodologies, and (5) evaluating the training effort in order to increase or enhance future improvements. The advantages of utilizing a number of teaching methods, types of faculty, and evaluative tools are discussed.

WIEHE, VERNON R. "GOAL ORIENTED MANAGEMENT OF A CONTINUING EDUCATION PROGRAM." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*. AUSTIN, TEX.: UNVERSITY OF TEXAS AT AUSTIN, 1976.

Social work continuing education programs have placed an increasing emphasis on management and administrative training for agency personnel. Comparable training for administrators of continuing education programs has received less attention. One conceptual framework for a continuing education program is Management by Objectives (MBO). This article deals with the application of MBO to the entire range of activities sponsored by a college or university's continuing education program. MBO must be introduced in several stages to permit time for staff to become familiar with the concepts and to test their effectiveness. The director cannot assume that his or her staff will be equally enthusiastic over MBO, and must consider their feelings and interests. The author defines the key terms: mission, objectives, goals, plans, and dichotomy between profit-making and nonprofit organizations. He then proposes an effective method for implementation: (1) determine the forecast time period, (2) prepare a statement of mission, (3) identify major program objectives, (4) identify major goals, (5) specify plans for accomplishing goals, and (6) develop a monitoring system. MBO can be used to plan the general direction of a continuing education program and to enable staff members to plan their work and measure their accomplishments. Measured accomplishments provide positive reinforcement and contribute to job satisfaction. The disadvantages of time requirements, excess paperwork, and the measurement of quantity, not quality, are discussed. Proper implementation and use of MBO can be a great asset in the management of a continuing education program and can prevent continuing education from deteriorating into a response to pressure.

PART THREE

CONTINUING EDUCATION METHODOLOGIES

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CONTINUING EDUCATION PROGRAM PLANNING AND DEVELOPMENT

BRENNER, MELVIN N., AND KOCH, WILLIAM H. "CONTINUING EDUCATION AMONG SOCIAL WORKERS: PATTERNS AND PROFILES." IN *APPROACHES TO INNOVATION IN SOCIAL WORK EDUCATION*. NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1974.

Current approaches to developing plans of continuing education for the social services lack systematic knowledge of the social worker as a participant and learner. Little is known of the disparities in patterns and practices among workers at different levels or in different jobs. This paper describes a study of 550 social workers of at least bachelor level who were employed in social agencies in Wisconsin in 1972. After defining continuing education, the authors highlight the study findings regarding current practices in continuing education participation or nonparticipation in credit and noncredit programs, independent learning experiences, continuing education content, sponsorship, and preferred methods. The data were analyzed to reflect two structural dimensions characteristic of social work as an occupation - professional (level of education) and bureaucratic (type of employment). The findings indicated widespread involvement in continuing education that primarily utilized traditional educational formats such as classwork, lectures, and seminars. Social workers participated in continuing education activities mainly to enhance personal knowledge and skills, but with an eye to career or salary advancement. They favored activity that related to practical knowledge and skills needed for their jobs, and appeared to wish to remain as fully employed as possible while continuing their education. The data confirmed historical patterns of sponsorship, and the generally held belief that the master's degree is a "terminal degree." There were indications that the bachelor's degree is "terminal" also, at least for employed social workers. Emerging themes for both master's and bachelor's in direct service as well as support service (administration, supervision) are discussed, as are some implications for future continuing education planning.

CHAMBERLAIN, JEANETTE G. "A NATIONAL APPROACH TO MENTAL HEALTH CONTINUING EDUCATION PROGRAM DEVELOPMENT." IN *THE ASSESSMENT AND DEVELOPMENT OF PROFESSIONALS: THEORY AND PRACTICE*, ED. PRESTON P. LeBRETON. SEATTLE: UNIVERSITY OF WASHINGTON PRESS, 1976.

The author briefly outlines the federal government's interest in continuing education and then describes the approach to continuing education utilized by NIMH's continuing education branch. Priorities and criteria for program development are discussed based on both andragogical principles and systems theory. Continuing education requires a constant, systematic assessment of training if progress is to take place. Other requirements for sound program development are: (1) the objectives should match the purpose, content, methodology, or technology desired; (2) the evaluation should tie in with the objectives; (3) the evaluation should be an integral part of the total approach, not an afterthought; (4) the evaluation should measure impact on the sponsoring organization; and (5) planning groups and advisory committees should be broadly representative and utilized from the planning to evaluation stage. Relicensure, recertification, and national health insurance will impact on the future of continuing education, and raise the question: Are we preparing sufficient numbers of competent personnel to fill leadership roles in continuing education? The author feels that there is a lag in establishing standards for good program design. She suggests that the following should be developed: assessment tools to overcome the difficulty of identifying training needs, and experimental projects to test behavioral changes in the learner as a result of learning in terms of time, size of group, and method of delivery; the impact of new teaching techniques such as audiovisual aids; and the effectiveness of continuing education on service delivery. The impact of mandatory continuing education for relicensure or recertification is explored. The author questions whether organized continuing education programs can provide mandatory continuing education and also meet the resource development needs of the service delivery system.

LAUFFER, ARMAND. "CONTINUING EDUCATION AS A PROBLEM-FOCUSED EXTENSION." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

Social work education is subject not only to the rapid increase of technological innovations, but to fluctuations and changes in the social environment, with the result that it is as much concerned with the system of service delivery as with the technology of service. Lauffer defines the four main functions of a school of social work as instructional, research, service, and maintenance. Through a series of vignettes, he illustrates continuing education activity that is integrated with these four functions of the sponsor school. This activity is aimed at both modifying the behavior of individuals in their capacity as practitioners and at modifying the service resources and administrative structures and policies of social welfare systems. Lauffer develops a five-stage, problem-solving model. The five stages - (1) defining the problem, (2) building a structure or a network of relationships, (3) formulating policy or developing programs, (4) implementing plans, and (5) monitoring, feedback, and evaluation -

incorporate two sets of tasks at each stage, the analytical and the interactional. The model is viewed as a logical, not temporal sequence, which may be initiated at any stage. To approach continuing education as an extension not only of the teaching-learning functions, but of knowledge production, service, and maintenance functions as well, can greatly enhance the school's endeavors.

LEYENDECKER, GERTRUDE. "CONTINUING EDUCATION FROM THE STANDPOINT OF SOCIAL AGENCIES." IN *CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL: REPORT ON A WORKSHOP IN CONTINUING EDUCATION*. NEW YORK: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

The author feels that at this time it is urgent to take stock of what we now offer in continuing education and to plan for the future. She feels that both the preventative and the rehabilitative efforts of the social work profession must be sharpened to achieve the goal of maximization of individual and family potential. There also appears to be a growing disenchantment with the services of the social work profession, and its members need the opportunity to explore current issues. Students have recently had a greater voice in determining the content of both course and field experiences. There is some imbalance between the knowledge base of the schools of social work and practice techniques. Increasingly, personnel without professional social work training are being utilized. These factors all will have an influence on the future of continuing education. The author outlines a number of ways in which she feels that continuing education could be substantially improved: (1) the development of a structure along regional lines to facilitate communication between the diverse groups involved in continuing education; (2) the availability of educational consultants who could offer technical knowledge to help arrive at clearly stated, realistic educational objectives; (3) the development of more teachers for continuing education programs; (4) the development of continuing education programs, not single educational offerings; (5) increasing use of innovative electronic equipment to offset the sometimes discouraging factors of time and travel; and (6) evaluation mechanisms that offer better and more consistant ways of measuring effectiveness in relation to improved professional performance.

NATIONAL ASSOCIATION OF SOCIAL WORKERS. "GUIDELINES FOR DEVELOPING PROGRAMS OF CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL." IN *CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL: REPORT ON A WORKSHOP ON CONTINUING EDUCATION*. NEW YORK: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

The National Association of Social Workers has published "Guidelines for Developing Programs of Continuing Education for Social Welfare Personnel." These guidelines develop a definition of continuing education and state its immediate and primary purpose to be enhancement of competence of the individual who, according to his or her own self-assessment and aspirations, selects programs that he or she feels are most suitable to his or her educational needs. The role of the adult learner is emphasized and his or her characteristics defined. An outline is presented for program planning, with a clear and definite allocation of responsibility for directing and carrying out the activity implicit in the planning. Continuing education programs must be directed toward meeting existing and anticipated educational needs. The first step must be the identification of the needs of a full spectrum of social welfare personnel. Six criteria then are suggested for making an assessment of these needs. Sponsorship and the qualification and selection of educators are discussed. Educators must be experts in their field, but also must be able to involve the learners in the planning and learning process without abdicating their responsibility and authority. The selection and grouping of learners is considered, as are continuing education experiences for multiprofessional groups. Four basic elements of a curricular design are offered: educational objectives, appropriate learning experiences, selected educational methods and techniques, and formulation of an evaluative process. These elements are viewed as anchoring points, not a rigid formula. It is understood that there are possible alternatives, but the importance of an internally consistant educational framework is stressed.

PENNINGTON, FLOYD C. "PROGRAM DEVELOPMENT IN CONTINUING PROFESSIONAL EDUCATION: A COMPARATIVE ANALYSIS OF PROCESS IN MEDICINE, SOCIAL WORK, AND TEACHING," PhD DISS. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

This study investigates the program development strategies used by persons who are planning continuing education programs for physicians, social workers, and teachers. Phase I utilized in-depth interviews, and the program development strategies of each individual planner were portrayed in a flow chart. A general flow chart was prepared for each of the three professions, and from this material a general planning model was developed. The general model was used to develop a series of hypotheses that described major observations in Phase I. Phase II was designed to test the strength of these observations. The results indicated that the program development process consists of several categories of activities. The planners coordinate the activities within each process and use resource systems from clients, the university, and external sources such as professional associations, governmental agencies, and private funding organizations. The categories of activity were labeled: origin of idea, specific program idea, program commitment, developing the program, the teaching-learning transaction, and post-program analysis. The author compares the model to models described in selected continuing education literature and finds it similar, but with the added dimension of utilizing resource systems. Planning did not occur in any apparent step-by-step process. The major implications of the study relate to the effectiveness of using both inductive and deductive research methods; the need for planners to make greater use of knowledge resources available in the literature describing the continuing education planning process; and the need for further investigation of specific components of the program development process to determine the relationship between quality planning and effectiveness of program.

SWACK, LOIS G. "COMMUNITY ORGANIZATION FOR A CONTINUING EDUCATION EXTENSION PROGRAM." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK*. ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

Bearing in mind that a continuing education program (CEP) which must be self-supporting needs a partially guaranteed consumer base, and that a CEP which is focused on specific practice interests and problems will be most effective, the School of Applied Social Sciences at Case Western Reserve University extended invitations to community groups to contact the school with requests for specially designed programs. In this paper Lois G. Swack describes the initiation, planning, and implementation of a CEP designed for the social welfare community in a combination rural and urban county. The author indicates that the following were the most important factors in developing community cooperation: (1) the willingness and availability of CEP staff to work with agency personnel and participants in developing the program, (2) the favorable cost benefit to the community as a result of conducting the program in the local area, and (3) the selection of faculty of exceptional competence who had continuing education experience. Benefits were accrued by the school and the CEP through: (1) word-of-mouth promotion by satisfied participants, which generated additional involvement in the CEP at the school; (2) experiences of the faculty as a result of close contact with practitioners at various levels, and their subsequent input into the master's curriculum of the school; and (3) potential development of an independent, stable financial base for the CEP. The general evaluations of the participants were enthusiastic. An unanticipated benefit expressed by the participants was the opportunity to meet and collaborate with colleagues while sharing in a relevant learning experience.

SWACK, LOIS G. "CONTINUING EDUCATION AND CHANGING NEEDS." *SOCIAL WORK* 20 (1975): 474-80.

The constantly evolving need to acquire new learning for the purpose of updating the practitioners' bank of professional knowledge is currently the greatest challenge to continuing education planners. This article examines an approach to continuing education development that can maintain relevance to changing practice needs. The author advocates a problem-solving model focusing on professional skills, program development, and organizational structures. Although structure may vary, the most successful programs are those which are jointly planned by participants and the sponsoring organization or university, and maintain productive relationships with decision makers in public agencies. The advantages and disadvantages of using hardware systems to provide access to education away from the campus are discussed, as are several methods of supporting the development of new knowledge from practice and practice research.

WALZ, THOMAS H. "A CONTINUING EDUCATION CURRICULUM FOR THE GRADUATE SOCIAL WORKER." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 9 (WINTER 1973): 68-78.

The professional viability of practicing social workers requires a sound plan of continuing education. The growth of new knowledge and the rapid change of social welfare policy and practice make maintaining professional currency both difficult and frustrating. The author points out that although it would be impossible to design one continuing education plan suitable for all graduate schools of social work, it is critical that a number of alternative plans be developed. In this paper a model curriculum plan is presented which is based on the assumption that western industrial man has entered a new era, the cybercultural era, which is the emerging product of radical technology and is totally different than the industrial era in that man's relationships to his tools and to his fellow men have altered substantially. Essentially, that the sum of the corporate, human rights, weapons, medical technological, and urban revolutions is the formation of a new culture. Continuing education in social work must provide the means by which the profession prepares for the conditions and circumstances of the new era. The author emphasizes that the breadth of his curriculum plan is suitable only to a professional educational activity, not to a training program. Eight knowledge areas are detailed as priority items: the nature of global ecology, the nature of mass organization, the nature of youth, the nature of the new economy, the nature of contemporary politics, the nature of intergroup communications, the nature of professionalization, and the condition of social work theory.

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CEP MANAGEMENT AND FUNDING

HOWERY, VICTOR I. "CONTINUING EDUCATION: PROGRAM DEVELOPMENT, ADMINISTRATION AND FINANCING." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 10 (WINTER 1974): 34-41.

This paper attempts to develop a rationale for continuing education programs with the basis that society, organizations, and adults want and need such programs in order to cope with the development of new knowledge and the opportunities and hazards of professional life. The author explores several considerations in comprehensive continuing education program development. The program should reflect the overall objectives and themes of the sponsoring university. The needs of area social service personnel and agencies should be identified and activities developed that are responsive to those needs. Faculty must be prepared to initiate or carry out new programs that reflect the changing practice situation, the impact of new patterns of service must be assessed, and practice innovations in service delivery systems must be disseminated to the social work community. Howery offers suggestions for internal administrative structure and suggests that an advisory committee (not a policy-making committee) be established that represents the university, the agencies, and the professional organizations. Finally, he deals briefly with the problems of financing. With an increased demand and a shrinking-supply of higher education dollars, continuing education programs compete for funds, and a basic commitment by the sponsoring university for staff and support services will be necessary. The use of the planned program budget based on continuing education activities for which there are both expenses and income is recommended. Six primary sources of funding are suggested for futher investigation.

SOUTHERN REGIONAL EDUCATION BOARD. *FUNDING CONTINUING EDUCATION IN MENTAL HEALTH.* ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

According to the findings of the Southern Regional Education Board, the major problem in mental health continuing education is that of funding.

Not only is there a scarcity of hard money available for continuing education programs, but there is a need for more cooperative planning and distribution of existing resources. The low status of continuing education with its difficulty in obtaining qualified faculty, the amount of time a continuing education director must spend on fund development, the varied continuing education practices of state offices of mental health, and the need for accountability are issues that must be addressed. The common practice of funding from multiple sources creates the danger of developing programs that will sell, rather than those that are really needed. The guidelines explore the following areas: determining the need for funds, obtaining and budgeting funds including possible sources of funding and methods of budgeting, and cost accounting of funds. A number of strategies for funding are suggested: (1) pooling of resources, (2) educating the public, (3) looking to federal funding sources outside of mental health, (4) improving techniques of applying for grants, (5) developing more adequate and convincing determination of need, (6) evaluating programs' effectiveness of effort and accountability, and (7) organizing more programs that are jointly funded and administered by agencies, universities, and professional organizations. The findings and recommendations of the Southern Regional Education Board's Task Force on Funding are detailed.

SOUTHWICK, PHYLLIS C. "SOCIAL WORK CONTINUING EDUCATION: A SURVEY OF ADMINISTRATIVE STRUCTURES AND PROGRAMMING IN GRADUATE SCHOOLS OF SOCIAL WORK, 1974." DSW DISS., GRADUATE SCHOOL OF SOCIAL WORK, UNIVERSITY OF UTAH, 1976.

Based on the author's concern that the organizational structures of continuing education programs primarily are focused on programs with less attention given to administration, this research studies the administrative structure and programming of continuing education programs in accredited graduate schools of social work. The specific objectives were: (1) to examine existing continuing education programs and their administration; (2) to explore the emphasis of the program; (3) to determine the levels and types of practitioners being served; (4) to identify modes of programming; (5) to examine the relationship with the graduate school of social work and the continuing education division of the university; (6) to gain information regarding the background and current status of the director; (7) to examine public relations and communications with consumer groups and individuals; and (8) to identify program evaluation methods. Two missions for social work continuing education were identified: offering additional training, and acting as a change agent to improve service delivery systems. The major limitations were a lack of qualified staff and faculty, and a lack of sufficient stable funding. The author concludes that the administrative structures of continuing education programs frequently are not seen as supportive, but rather as responding to outside pressures related to funding, program, and support; and that continuing education programs are multiproblem-focused and include multi-educational levels. Three recommendations are made: a Proposed Administrative Structure for Social Work Continuing Education Programs; a Recommended Administrative Level for the Position of Director; and a Model Identifying

Administrative Responsibilities for Interacting Subsystems for Proposed Continuing Education Structures in Social Work.

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CONTINUING EDUCATION
MANPOWER DEVELOPMENT AND MANAGEMENT

DUNN, PATRICIA C. *THE DEVELOPMENT AND USE OF TRAINING TEAMS IN CONTINUING EDUCATION*. NEW BRUNSWICK, N.J.: RUTGERS UNIVERSITY GRADUATE SCHOOL OF SOCIAL WORK, 1978.

In this paper the author describes a conceptual approach to work tasks based on the value of collaboration, which is seen as more effective than competition in our current social environment. This collaborative approach is then applied to team building with a social work continuing education faculty who are responsible for designing and implementing curricula. The following issues must be considered in developing or restructuring training teams: (1) teams must have clearly defined purposes within the continuing education program to prevent role confusion or gaps in planning or implementation; (2) the selection of members is the key to the team's efficiency and is governed by the general purpose of the team. Combined skills must be sufficient to perform the task; (3) in the determination of size, the smaller the team, the fewer the logistical problems; however, the larger the group, the larger the number of available resources. The team's defined function and the funds available also should be considered; (4) leadership is diffused. Power and influence are based on expertise, not authority; and leadership becomes a series of functions performed by various team members; (5) effective teams must understand the advantages and disadvantages of a number of decision-making methods, including consensus; (6) norms and procedures are established - that will be fairly uniformly followed - toward the management of conflict, which is viewed as inevitable and, when constructively handled, growth-producing; (7) team effectiveness should be measured along interative dimensions, as well as the accomplishment of its stated purpose; and (8) teams must decide at the beginning on a time frame and anticipate their termination.

DUNN, PATRICIA C., KRALL, ERNEST, AND MUNIZ, PETER. "A BASIC PROGRAM FOR THE TRAINING OF TRAINERS." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75*. AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

According to the authors, the two widespread assumptions concerning training - that a good administrator or therapist will make a good trainer, and that training is an art best practiced by those with native talent - have some basis in reality. However, quality training is more dependent on the trainer's acquired skills and their application. In response to the growing need for more skilled trainers, this study develops a conceptual framework for a program to train trainers. Robert Gagne's training concepts of task analysis, component task achievement, intratask transfer, and sequencing are described, and the learning principles of motivation, practice, modeling, training design, training transfer, and learning climate are discussed. Using these concepts and principles, a model for a nine-session program overview has been developed and the goals of the program identified. The learning design utilizes four methods that range from abstract to concrete: (1) practice opportunity under controlled circumstances, (2) provision of all required materials and texts, (3) a resource library in the training room, and (4) precourse and other outside assignments. Spaced sessions to allow application of learning to practice, and completion of outside assignments are essential. The program objectives and methods for each session are detailed. The team-training approach, which allows for divergent viewpoints, is utilized. Finally, data analysis of the program evaluation is provided. Measurement of analytical skills is emphasized, interactional skills are measured indirectly, and technical skills are not measured. Based on the evaluation, the program appears to have achieved its goals and objectives, especially in the area of performance objectives and trainer role.

FREY, LOUISE A. "THE EVALUATION OF TEACHER COMPETENCE IN CONTINUING EDUCATION." PAPER PRESENTED AT THE COUNCIL ON SOCIAL WORK EDUCATION ANNUAL PROGRAM MEETING, SEATTLE, WASHINGTON, 1971.

The author finds consensus in the literature that the present state of most teaching evaluation is crude and subjective, and that sound evaluation methods must be developed and the results utilized intelligently. She suggests that perhaps teaching will become more valued as teacher evaluation is developed and refined. A systematic approach to teacher evaluation is suggested, which is placed in the context of the special function of continuing education for the human services. Special circumstances of continuing education that make teacher evaluation easier are discussed, and the following special competencies are seen as necessary for continuing educators: (1) ability to teach important ideas in a short time; (2) ability to distill knowledge and present it clearly in relation to the learner's ability to understand; (3) ability to accomplish most of the work of learning in the classroom; (4) identifying and accepting the distance between where the learners are and where they would like to be, and the way they would like to achieve their goals; (5) setting a contract with the learners based on mutually set objectives and methods; (6) utilizing participant experience as a foundation for new learning, and using methods of instruction appropriate to adult learning patterns; (7) encouraging application of learning to practice; (8) ability to establish individual and group relationships that students can use as a model for professional relationships; (9) demonstrating the connection between caring, responsibility, and performance standards; and (10) providing opportunity for feedback and evaluation, and assisting students toward the next step in the learning process. It is suggested that empirical investigation of the relationship between teacher attributes and student learning would be useful. The roles of the administration, student, teacher, and colleagues in the teacher evaluation process are explored briefly.

FREY, LOUISE A., SHATZ, EUNICE, AND KATZ, EDNA ANN. "CONTINUING EDUCATION - TEACHING STAFF TO TEACH." *SOCIAL CASEWORK* 55 (JUNE 1974).

Increased requests for social workers, both as individuals and as agency representatives, to teach has necessitated a new step on the agency career ladder - the educator. This paper discusses an "educating the educator" project jointly conducted by a university continuing education division, two community mental health centers, and two social service agencies. The philosophy of continuing education and its application to a bureaucratic structure are discussed, including obstacles to learning and growth. The decision-making process in initiating or institutionalizing the educational function is explored, as are the implications for agency or program structure. The process and criteria for selection of social workers to become educators are outlined. Practitioners who are learning to teach appear to go through five stages of development: (1) pre-affiliation (approach-avoidance) - the earlier experiences that hinder the learner must be conceptualized, the learning climate set, personal and class objectives established, and the learning contract made; (2) power and control - a tentative emotional commitment is made, class norms are set, tasks begin to be outlined, and alliances and subgroups appear; (3) intimacy - group members have become comfortable with one another and are able to pursue both group and individual learning goals; (4) differentiation - the group has handled leadership role and status conflicts, and individuals are better able to experiment with risk taking and creative learning. Intimacy and differentiation are the stages in which the real work of the group is accomplished; and (5) separation - educational objectives have been met and participants are ready to teach. Mastery will come with actual teaching, combined with continued support and consultation with peers and master teachers.

KNOX, ALAN B. *COMPETENCE FOR ADULT AND CONTINUING EDUCATION PRACTITIONERS AND SCHOLARS*. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1978.

Knox's essay presents a viewpoint regarding goals and procedures by which persons who work in the field of adult and continuing education increase their own professional competence. Goals and procedures are proposed for purposeful and systematic learning by practitioners and researchers associated with planning and conducting adult continuing education programs. The central theme is competence, and includes both the understanding of knowledge resources and the understanding and experience of actual tasks and roles. Those who engage in educational programs to increase their competence as adult education practitioners bring varied backgrounds, but the author suggests that the following predispositions are valuable and necessary: familiarity with practice in at least one or two segments of the field, and awareness of the literature of the field, interpersonal effectiveness, and at least minimal commitment to the field. The following competencies, which are viewed as being central to effective performance, are explored: (1) a basic understanding of the field of adult and continuing education, including its segments, program areas, associations, literature, trends, issues, and possible directories; (2) detailed insight into the developmental mechanisms of adaptation and learning during the adult life cycle; (3) rationales and procedures for program development, including both planning and conducting continuing education programs for adults; (4) administration, concerned with both stability and change in organizational function, as well as helping personnel achieve agreement on major goals and contribute to the achievement of the goals; and (5) research and evaluation procedures.

SWACK, LOIS G. "THE UNIQUE ASPECTS OF SHORT-TERM TEACHING: HOW TO TEACH THE 'HOW-TO'S' TO THE DOERS." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 10 (WINTER 1974): 90-95.

In order to keep pace with the escalation of new knowledge, practitioners are increasingly drawn to continuing education programs in order to keep themselves current and effective. There is a growing challenge for social work educators and staff development personnel to teach a large quantity of material in a short period of time. The author feels that the quality and quantity of learning can be equal in both the short-term and long-term experience, but that there are certain differences in objectives, teachers' roles, methodologies, and learners' characteristics. The short course is based on action-focused objectives and the solution to specific problems. The participating group in a short-term learning experience is usually more heterogeneous in terms of education and background, and utilizes small group dynamics more frequently. The teacher, then, must have a special competence in working with small groups, and a teacher of practitioners must have current practice involvement. The short-term setting allows both teacher and student an optimum opportunity for interaction and the exchange of ideas and experiences. Participants in short-term courses are able to test their learning immediately as it applies to their practice. It is important for the teacher to be aware of his or her students' backgrounds prior to the course in order to determine objectives and to select a methodology that relates to the objectives and is applicable to the group. Evaluation, including monitoring and feedback, must be an ongoing process. It is necessary to evaluate the group's progress at intervals in order to redefine the objectives, if necessary. The non-teacher expert who is asked to conduct workshops and his or her need for outside assistance are briefly discussed.

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CONSUMERS OF CONTINUING EDUCATION

GIBELMAN, MARGARET, AND CHAMPAGNE, BEATRIZ. "A CONSUMER INPUT SYSTEM FOR CONTINUING EDUCATION PLANNING." NEW BRUNSWICK, N.J.: RUTGERS UNIVERSITY GRADUATE SCHOOL OF SOCIAL WORK, 1978.

This paper describes a "computerized" consumer input system that provides for the identification of training needs by consumers and longitudinally monitors continuing education participation. The system is based on the concept of andragogy and calls for the collection of three kinds of data by means of a survey instrument: background, past training, and future training needs. The system is housed in the Graduate School of Social Work at Rutgers University, and the survey is completed by all employees in the public social services agency. All information gathered is used to create a computer file that can be modified easily according to need. The ability to update is essential and must address changes due to employees entering and leaving the agency; changes in background data due to promotion and degree completion; continuing education courses taken since the original survey; changes in the perceived needs of the learners and the agency; and changes in priorities assigned to training needs. A summary of stored information should be distributed to all persons on whom a data record is maintained, with an annual update that also may serve to direct participants to consider future training needs. The system may be used to monitor continuing education participation and identify participant characteristics; to counsel employees; to invite audiences to attend specific programs relevant to their needs; to effect systematic participant input in program planning; to determine program priorities; and to identify consumers who have changed job function. The system is a mechanism that can encourage cooperation, communication, and relevant continuing education programming.

HOREJSI, CHARLES R., AND DEATON, ROBERT L. "THE CRACKER-BARREL CLASSROOM: RURAL PROGRAMMING FOR CONTINUING EDUCATION." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 13 (FALL 1977): 37-43.

The rural social work practitioners must be generalists rather than specialists. They are highly visible in the community and must tolerate lack of privacy and isolation from professional stimulation. They must become acquainted with the informal service delivery system that operates through churches, service clubs, and local institutions in the absence of a formalized system, and must be capable of working independently. The characteristics of rural social workers have several implications for continuing education. They must have access to training in a number of different skills, and distance and travel must be considered in planning. If relevant teaching material is not available, it must be developed. Accrate assessment of the participant's needs and priorities is a prerequisite to a successful continuing education program. In a rural setting, word of a successful continuing education program will spread rapidly via the "grapevine." Rural- and urban-based programs do not differ significantly in funding needs and sources, however, since funds are scarce, a joint effort with an agency might prove to be practical. Faculty and competent training specialists are scarce and it may be necessary to hire part-time personnel from the practice area. These instructors will need guidance related to instructional methods and learning materials suitable for the adult learner. Scheduling and faculty compensation are discussed. The opportunity to socialize is especially important for rural social workers. In an area of low population density, it is unlikely that participants will be homogeneous and programs must be planned accordingly. Finally, the authors discuss several innovative techniques such as home-study programs and audiovisual aids.

KOCH, WILLIAM H., AND BRENNER, MELVIN N. "CONTINUING EDUCATION FOR SOCIAL SERVICE: IMPLICATIONS FROM A STUDY OF LEARNERS." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 12 (WINTER 1976): 71-77.

This paper describes a study that sought information regarding the practices, perceptions, and preferences of Wisconsin social workers regarding continuing education. It concluded that although participation in continuing education is fairly widespread, participants prefer to remain fully employed while enhancing their knowledge and skills, both general and specifically job-related, without working toward an advanced degree. The authors encourage the implementation of a continuum concept designed to facilitate both vertical and horizontal career movement for the bachelor-level social worker. Suggestions for program planning are detailed, including programming relevant to practice needs, provision of maximum program choice for the learner, consideration of learner interests and preferences, reference to competency level and career needs, utilization of rewards, and encouragement of further professionalization. The functions of the three traditional continuing education sponsors - universities, agencies, and professional organizations - are discussed briefly. Although the authors have chosen to stress the needs of bachelor-level workers because of their substantial client contact, their conclusions are applicable to all levels of social welfare personnel, from paraprofessional to post-graduate. They strongly believe that the quality of social services in the United States would be enhanced considerably by the existence of a social work education continuum that would provide access to educational experiences at the time it is needed.

ZIMMERMAN, SHIRLEY L. "CONTINUING SOCIAL WORK EDUCATION: WHY DO SOCIAL WORKERS PARTICIPATE IN CONTINUING EDUCATION PROGRAMS?" *JOURNAL OF EDUCATION FOR SOCIAL WORK* 14 (SPRING 1978): 111-116.

The question of whether social workers participate in continuing education because social service organizations regard the continuing education of their staff essential for improved organizational performance or because social workers regard it as essential for improved professional performance is examined in this paper. Using the purposes for continuing education found in the Council on Social Work Education's Guide to Continuing Education in Schools of Social Work, the author determines that these purposes clearly relate to the changing environment in which social service organizations exist. Using two sources of data, the Koch and Brenner study of Wisconsin social workers of bachelor-level and above, and the responses from persons attending four recent conferences sponsored by the Social Work Continuing Education Department of the University of Minnesota, the author attempts to answer the question of why social workers participate in continuing education from what she defines as an "organizational-environment" perspective. Although the data are hardly definitive, a few tentative conclusions are drawn. Although agencies offered financial and job enhancement inducements, social workers participated in order to enhance their professional skills and for intellectual stimulation, not because of an agency job requirement. This suggests that professional social workers do not interpret their participation in organizational terms and that their responses could reflect feelings of professional autonomy toward their employing organization. One hypothesis might be generated: the more relevant program content is to organizational task environment, the more participation will occur as agency assignment.

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NEEDS ASSESSMENT AND EVALUATION

DREW, PATRICIA, AND OGREN, EVELYN H. "TRAINING FOR EVALUATION IN THE PUBLIC WELFARE MACRO-SYSTEM." PAPER DELIVERED AT THE COUNCIL ON SOCIAL WORK EDUCATION ANNUAL PROGRAM MEETING, NEW ORLEANS, 1978.

In the authors' view, most professionals enter the evaluator's role from another administrative or planning responsibility, but as demands for fiscal accountability escalate, the evaluator and the evaluation researcher will be defined as specialists. Until that time, evaluation competencies must be included in either the professional curriculum or offered through in-depth continuing education. Five evaluation performance competencies are identified: program description, evaluation planning, evaluation research design, management of evaluation, and utilization of evaluation. The traditional educational-theoretical approach is rejected as inappropriate for application to the training of evaluators in a complex service delivery system. Organizational function is chosen as the focus of training. While the overall curriculum addresses the key issues of evaluation planning and management, staff relationships in evaluation, and evaluation methodologies, curriculum content was directed toward the perspectives of the administrator, evaluator, and staff developer. The authors' data revealed three key issues in training for evaluation: (1) evaluation planning and management; (2) the relationship of evaluators to administrators, program personnel, and staff developers in the broader organizational systems; and (3) specific alternative methodologies or approaches to obtaining answers to evaluation questions. For evaluators, training needs include: (1) planning for evaluation; (2) determining data needed; (3) locating and developing models for needs assessment, planning, program evaluation, monitoring, and feedback; (4) opening communication lines with staff; (5) coping with demands for immediate, relevant evaluation data; (6) establishing criteria of effectiveness, especially outcome measures; (7) conducting field studies; and (8) using computer data for evaluation.

ERICKSON, DONALD L. *CONTINUING EDUCATION PROGRAM EVALUATION SELF-STUDY GUIDE.* CHICAGO: UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE, CENTER FOR THE STUDY

OF MEDICAL EDUCATION, MAY 1969.

It is the author's viewpoint that due to the explosion of scientific and medical knowledge, providing quality continuing education programs is a critical challenge to educators and practitioners. This guide is designed to provide medical continuing education program directors with a systematic approach to evaluating their programs. It also has applicability to continuing education directors of allied health professions, including social work. Five assumptions underlie the structure of the guide: (1) program planning of continuing education activities should incorporate established practices of curriculum design; (2) the ultimate aim of continuing education is improved care and service, and therefore programs should be based on empirical data on patient and client needs; (3) the teaching-learning process should be student-centered; (4) evaluation is an ongoing process and should be an integral part of the thinking of program planners; and (5) self-evaluation as it relates to program evaluation is an educational experience for the self-evaluator. The guide is divided into nine sections that offer an explicit, step-by-step process for evaluation: Preparing for a Self-Study, Administration and Organization, Program Planning Structure and Function, Formulation of Educational Objectives, Program Implementation: Teaching-Learning Situation, Scope of Evaluation, Use of Results of Evaluation, References, and Appendix. The guide does not attempt to prescribe subject matter or curricula for continuing education programs. Its major aim is to facilitate, not dictate, program planning and curricular improvement.

FARQUHARSON, ANDY. "PLANNING NEED ASSESSMENT ACTIVITIES." *CANADIAN JOURNAL OF UNIVERSITY CONTINUING EDUCATION* 4 (WINTER 1978).

In the author's view, the dilemma of trying to spread limited resources over an unlimited range of needs is a concern for continuing education planners. In practice, the bulk of planning energy appears to be directed to other stages of the program planning process, but Farquharson feels that as attention is shifted toward the community and constituencies of learners, continuing education planners will have to focus more on the motivation, identification, and ranking of educational needs. The needs assessment process is defined as both the identification and activation of learning needs, as well as ranking those needs with reference to the goals and resources of the educational institution. Two conceptual models are presented that clarify the needs assessment enterprise. The first addresses the relationship between active and passive need identification and mobilization activities. A planned proportion of continuing education resources must be diverted to this function if new programs are to be developed. The second framework presents a system for the establishment of program priorities. The author's objective in developing this planning tool is to enable university continuing education planners to make deliberate choices among program options so that a package of learning opportunities can be put together which reflects the particular mission and the resources available to the university or organization.

FINE, JEAN. *SOME ISSUES IN PLANNING AND EVALUATING SOCIAL WELFARE AGENCY TRAINING.* BOULDER, COLO.: PEOPLE PROJECTS, INC., 1978.

This monograph is directed to the public welfare manager making decisions regarding staff development programs. It is an overview of concepts and operating issues to be integrated with the readers own knowledge and experience in order to address two evaluative questions: How well are we doing what we set out to do? Are we trying to do what we should be doing? The administrator must have evaluative information on how well training succeeds in changing work behavior, in improving the achievement of work objectives, and fulfilling organizational purposes. The effective administrator must know the function and fit of training, existing and potential, in the entire matrix of support and program activities of the organization. This monograph is arranged in three major parts. First, the meaning of training in the life of work organizations and workers. This is the conceptual source for identifying benefits; a guide to intent in training program design and a framework for discharging accountability. Secondly, the absolute costs and cost-effectiveness of training are covered. Thirdly, a framework of concerns is given that must be addressed in making training program decisions. The final section is devoted to some references for further study that are educational rather than instructional and biased toward concepts rather than technology. The selected references are briefly annotated.

GREEN, RONALD K., AND BETZ, PHYLLIS. "ASSESSING CONTINUING SOCIAL WORK NEEDS THROUGH AN ANALYSIS OF SOCIAL WORK PRACTICE DEMANDS." PAPER PRESENTED AT THE COUNCIL ON SOCIAL WORK EDUCATION ANNUAL PROGRAM MEETING, PHILADELPHIA, 1976.

This paper describes the use of a practice demand survey as a method of identifying continuing social work education needs and assessing their importance. A practice demand is defined as an expectation perceived by the practitioners as one they cannot effectively meet without an increase of knowledge and/or skills. The authors feel that if continuing education is to be based on the participants' expressed needs, there are two crucial questions: How are these needs defined? How are they elicited? They suggest that often needs assessment goes no further than eliciting interest responses that may represent areas currently in vogue. The practitioner is not asked to analyze specific constellations of practice difficulties. The authors indicate that asking a practitioner focus on educational programs (interest preference) without clearly identifying the nature of his or her practice problems (need identification) will most likely fail to produce data upon which useful education can be based. The development and nature of the practice demand assessment approach are described. The authors conclude that the experience to date indicates that the use of practice demands as a base for continuing education programming has the effect of focusing efforts on a narrow range of basic practice skills rather than dealing with a wide range of subjects of more tangential importance to social work practice. A suggested additional area for evaluation is the correlation between the amount and degree of response to the survey and the response to programs developed as a result of the information provided by the survey.

GRIFFIN, GARY A. "GUIDELINES FOR THE EVALUATION OF STAFF DEVELOPMENT PROGRAMS." *TEACHERS COLLEGE RECORD* 80 (SEPTEMBER 1978).

This article considers the complexity of staff development goals and divides them into two broad categories: "conventional goals," or the acquisition of new knowledge, understanding and acting on new research, and generally keeping up with the time; and "individual-contextual goals," which focus directly on the education of the staff person and enhancement of his or her capabilities, such as promoting greater colleagiality, creating opportunities for self-actualization, and increasing participation in decision making. The following guidelines are presented for the evaluation of staff development programs: (1) the evaluation should be ongoing; (2) evaluation should utilize multiple data sources; (3) evaluation should depend on quantitative and qualitative data; (4) evaluation expectations and procedures should be explicit and public; (5) evaluation should be considerate of the participants' time and energy; (6) evaluation should focus on all levels of the organization; and (7) evaluation reports should be presented in forms that can be understood by the participants and patrons of the program studied.

KELLY, MICHAEL J. *THE PROCESS OF EVALUATION.* COLUMBIA, MO.: UNIVERSITY OF MISSOURI SCHOOL OF SOCIAL WORK EXTENSION, APRIL 1979.

In this paper Kelly describes the following process of evaluation, including a flow chart for further clarity: (1) the decision to evaluate; (2) the assignment of responsibility; (3) meeting with key decision makers for orientation; (4) the evaluator's familiarization with the program; (5) determination of the audience(s) of the evaluation; (6) preplanning; (7) define the purpose and objectives of the evaluation through interaction of the evaluator(s) and participants; (8) define areas to be evaluated and types of evaluation; (9) define the scope of the data to be collected; (10) progress report and agreement among key individuals; (11) define tasks; (12) design the evaluation; (13) select and construct the instrument, pretest it, and consider its reliability and validity; (14) write the evaluation plan; (15) presentation and approval of plan by key personnel; (16) collect data; (17) analyze data; (18) interpret data; (19) prepare final report; (20) present findings; (21) utilize results for formative or summative evaluation; (22) decide whether or not to do further evaluation; and (23) the evaluation will provide consultation and support services to complete the process if the decision is made not to do further evaluation.

KELLY, MICHAEL. *SOURCES OF ERROR IN EVALUATIONS OF TRAINING AND ANNOTATED ARTICLES.* COLUMBIA, MO.: UNIVERSITY OF MISSOURI SCHOOL OF SOCIAL WORK EXTENSION, 1979.

This selection of annotated articles illustrates some of the sources of error in the evaluation of training, including the following: (1)

failure to build evaluation into the program from its inception; (2) unfavorable reactions of participants to nonprogram elements (e.g., setting, staff, etc.); (3) difficulty in selecting sharp indicators for evaluation; (4) dissonance between trainees needs, supervisory expectations, and training program goals may constrain the training effect; (5) difficulty in clearly defining and evaluating the training program in terms of the work environment; (6) the difficulty in measuring personality of emotional aspects of behavior; (7) the difficulty of ascribing on-the-job change to any one factor because there are so many factors which can influence that behavior; (8) self-evaluation is biased by individual judgment; (9) external ratings of performance are biased by the presence of the observer; (10) the nearer the evaluation to the end of training, the less the results may be relevant to the long-term effect on organizational effectiveness; and (11) vague specification of factors contributing to effectiveness can muddle the evaluation's results.

NATIONAL INSTITUTE OF MENTAL HEALTH, NATIONAL CLEARINGHOUSE FOR MENTAL HEALTH INFORMATION. *GUIDELINES FOR EVALUATION OF CONTINUING EDUCATION PROGRAMS IN MENTAL HEALTH.* ROCKVILLE, MD.: DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1966.

The NIMH Ad Hoc Advisory Committee of Continuing Education Program Evaluation has proposed a set of criteria for evaluating continuing education programs. The guidelines are necessarily broad in order to be readily adaptable to a variety of programs. Their emphasis is gathering the type of information that will enable administrators to facilitate constructive change. Educational evaluation is seen as a circular process by which data is fed back into the program to be "used as the basis of enlightened decision making," leading to improvements in the program that reflect the continuing education needs of the community. The authors stress the importance of well-defined program objectives for the purpose of program evaluation. Objectives on three levels, general institutional objectives, educational program objectives, and educational activity objectives, are discussed. The relationship between research and evaluation is explored, as well as the following dimensions of evaluation: ultimate versus immediate and intermediate outcomes; broad versus focused impact; long-range versus short-term; process versus outcome; and cost-effectiveness versus educational effectiveness. Awareness of the following vested interests in program planning and evaluation is discussed: community, trainee, sponsoring organization, program director and staff, and funding organization. The authors strongly emphasize that sound evaluation can be accomplished by borrowing expertise from others, and by involving related disciplines in planning and evaluation. Three charts, Community Involvement, Education, and Administration-Finance, are offered as an approach to developing a continuous, workable evaluation process.

RAIDER, MELVYN C. "DETERMINING NEED FOR EDUCATIONAL PROGRAMS IN ADMINISTRATION OF SOCIAL SERVICES: A CASE STUDY." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK 1974-75.* AUSTIN, TEX.: UNIVERSITY OF TEXAS AT AUSTIN, 1976.

This paper discusses the needs assessment study, particularly the continuing education component, undertaken by the Wayne State University School of Social Work to determine whether there was a need for either a continuing education program in social services administration, a full-time program concentration in administration in the school of social work, or both. After a review of the literature in educational needs assessments, the decision was made to utilize the model developed by Roger A. Kaufman in Educational System Planning, (Englewood Cliffs, N.J.: Prentice-Hall, 1972). It appeared to be flexible and adaptable to professional education. The model is an inductive one that elicits educational goals and objectives from prospective consumers and then uses their responses as the basis of program development. The author details the problems and issues encountered in utilizing Kaufman's following seven-step model: (1) deciding to plan a program; (2) determining how comprehensive the needs assessment should be; (3) determining the procedure; (4) determining the learners' status; (5) determining the ideal pragmatic response to the learners' needs; (6) establishing priorities; and (7) assuring timeliness. The primary advantages of the method were its systematic and orderly procedure, and the involvement of all three partners in the learning process - the social work education system, the social service system, and the learners themselves. This participation increased the degree to which the program was accepted when introduced. The only disadvantage was the long time period required to complete the needs assessment, a disadvantage which the author considers a necessary evil.

SOUTHERN REGIONAL EDUCATION BOARD. *NEEDS ASSESSMENT AND EVALUATION*. ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

According to this report of the Southern Regional Education Board, strategies for effective needs assessment and evaluation that have been found to be most useful in service programs and training institutes for continuing education in mental health relate to deployment of personnel, securing support, and funding and consideration of organizational factors. There should be an evaluation plan based on defined needs, specific measureable objectives, and methods that are practical and understood in advance. This report deals with five areas. The first is an analysis of the current state of the art; that is, how needs assessment and evaluation are currently being done. The second area presents a series of issues and enabling and inhibiting factors in mental health as a professional field, and their relationship to continuing education in mental health. Thirdly, the report develops operational definitions for the terms "needs assessment" and "evaluation" in mental health, as well as discussing the dangers of not developing these definitions. The fourth area describes various techniques for performing needs assessment in mental health. The fifth discusses and analyzes a series of models for evaluation of continuing education in mental health and their use in various settings. The authors feel that it is desirable to hire a full-time qualified evaluator or to share the services of a trained person with another agency. Occasionally, an outside evaluation may be useful, but ongoing needs assessment and evaluation should be an internal program with continuity, follow-up, and feedback.

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LINKAGES - INTERORGANIZATIONAL AND INTRAORGANIZATIONAL RELATIONS

ITZIN, FRANK H., AND GULLERUD, ERNEST N. *CONTINUING EDUCATION AS AN EFFECTIVE LINKAGE BETWEEN SCHOOLS OF SOCIAL WORK AND THE PRACTICE COMMUNITY.* URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1978.

The authors view the establishment of viable linkages between social work education and practice as a critical concern. In spite of efforts made to integrate class and field learning, this process of integration remains largely an unresolved problem for social work education. The current trends in social work education and practice that have accentuated devisive rather than integrative effects are discussed. The cooperative relationship between schools of social work and agencies necessary for quality continuing education is pointed out, and it is suggested that continuing education could be an effective linkage between school and practice, providing that programs are centrally administered as part of the mainstream of the schools' curriculum, and that both practitioners and administrators are actively engaged in curriculum planning, implementation, and evaluation. Since the focus of continuing education activities is practice, over a period of time these activities may form a more productive basis for collaboration than traditional linkages. A three-step collaborative model is outlined: a practice problem identified by the practice community is explored by both practitioners and the school of social work; an approach designed to resolve the practice problem is formulated by both; and the approach is tested, evaluated, and revised from both the academic and practice points of view before final adoption. Two programs at the University of Illinois School of Social Work that utilize the collaborative model of continuing education - a child welfare staff training project and an extramural MSW program - are described as illustrations.

KRAUSE, KENNETH. "INTERAGENCY TRAINING: A MODEL FOR CONTINUING EDUCATION IN SOCIAL WORK." CHICAGO: JANE ADDAMS COLLEGE OF SOCIAL WORK, UNIVERSITY OF ILLINOIS, CHICAGO CIRCLE, 1978.

The author sees the task for the providers of continuing social work education as twofold, to experiment with different program models and to document the benefits, limits, and potential impact of these programs. This paper discusses one approach, interagency workshop training, as a model for continuing education in social work. The principal objectives of the project were to test the feasibility of the interagency workshop approach; to identify the type of content most suitable for the training format; to identify elements of success and failure of workshops; and to assess the impact of training on the job performance and professional development. The overall experience suggested that the interagency workshop approach is feasible and has promise for future continuing education programs. Some specific findings were that the approach was best suited for subject matter that could be generalized to different settings and positions, and least suited to teaching work skills specific to a particular job or position. The best sessions appeared to be those in which a balance was reached between theoretical and practical material. The factors that seemed most to influence the success of the workshops were expertise and communication skills of the leader,along with the subject matter presented. However, in later follow-up when participants were back on the job, subject matter was elevated to primary importance. Interagency training can be presented by an educational institution, which has the advantage of neutrality and the disadvantage that little control over attendance and registration is provided. Training also could be provided by a single large agency if it was offered in the spirit of collaboration and not solely for the benefit of the sponsoring agency. Other sponsors could include groups of agencies or local professional organizations.

ROBINS, ARTHUR J. "INSTITUTIONAL LINKAGES OF CONTINUING EDUCATION." IN *APPROACHES TO INNOVATION IN SOCIAL WORK EDUCATION*. NEW YORK: COUNCIL ON SOCIAL WORK EDUCATION, 1974.

This paper considers the relationship of continuing education and basic programs of social work education. Despite the proliferation of continuing education programs in recent years, Robins feels that the content, methods, and financing of most programs have not been sufficiently well-developed. Continuing education remains a "second-class citizen" in most instances. The nature and function of continuing education are defined in terms of performance-enhancing programs (innovative), and programs aimed at eliminating the difference between performance level and performance standards (problem solving), which are not viewed as mutually exclusive. The organization and not the individual is felt to be the appropriate starting point for developing a continuing education program. The data on organizational goals, programs, and tasks necessary for organizational re-structuring is equally relevant to the development of training programs. Formal continuing education programs are seen as offering new knowledge, but their content has not always been innovative. Often they have been used as a vehicle for bringing regular program content to part-time students. This form of continuing education is a "convenience offering" of the school rather than an answer to the needs of the practitioner. In order to operate effectively, continuing education programs must be linked firmly to the sources of innovation, to the practitioners, and to existing graduate programs. Establishing and maintaining these linkages is essential for the development of new resources and for the reallocation of existing ones. The appropriate locus for continuing education is discussed briefly. The author advocates institutionalization in the educational system where it now resides.

SHATZ, EUNICE, AND FREY, LOUISE. "PRINCIPLES AND APPLICATION OF THE COOPERATIVE MODEL IN CONTINUING EDUCATION." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 13 (Fall 1977): 91-98.

This article presents a philosophy for planning continuing education for human services that is cooperative, jointly planned, and tailored to the needs of the various participants. The continuing education organizer must focus on the development of local leadership, which eventually will take control. The authors outline eight principles that guide the development of a cooperative rather than a competitive plan for continuing education: (1) cooperation; (2) inclusiveness - participants invited from all possible sources; (3) the provision of a hospitable, nonthreatening environment; (4) utilization of a problem-solving approach; (5) group decision making that results in more effective solutions of social problems; (6) recognition of and inclusion in the planning of particular viewpoints goals, and territories that affect decision making; (7) modeling - the idea that those who undertake a community organization task should act in a way which they hope others will emulate; and (8) planning must demonstrate a consistent approach. This process should prepare for planning that utilizes the participants' resources, involves them in identifying needs and setting goals and objectives, and evaluates the educational design. The authors illustrate the application of their principles with the planning of a statewide model for continuing education in human services and community welfare in Rhode Island. The venture was jointly planned by Rhode Island University, the Rhode Island National Association of Social Workers, and representatives of private universities and public and private agencies. The initial evaluation indicates that cooperative planning was effective in multiplying the resources of the planners, and in the generation of good will and respect that are necessary for continuing education.

SMITH, NEILSON F. "INTERDISCIPLINARY TRAINING FOR COMMUNITY MENTAL HEALTH SERVICE." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 10 (SPRING 1974): 106-113.

The four mental health core disciplines - social work, psychiatric nursing, psychiatry, and psychology - struggle continually with the problem of designing and developing more effective training programs that will enhance the service delivery capacities of professionally educated personnel. Efforts are being made to integrate portions of the training of these core groups of mental health practitioners. This paper reviews the current status and likely future of interdisciplinary training, including its dominant values, in the context of community mental health. The author defines interdisciplinary mental health training as ideally involving at least the four core disciplines in join teaching/learning activities that may be pursued on various levels, but must consist of a mix of learners and faculty, and be consciously and deliberately designed to take advantage of the potential of interdisciplinary learning ventures. Smith strongly emphasizes that multidisciplinary and parallel disciplinary training are not synonymous with interdisciplinary training. The discussion of the present status includes organizational barriers and attitudinal obstacles. The model proposed is for basic professional mental health education for the mental health disciplines. The central theme is that students, while primarily identified with their particular disciplinary unit, can receive a substantial portion of their training through integrated experiences, both in the classroom and in the field. The content of programs may vary considerably, and a number of combinations are explored.

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MEDIATED TECHNOLOGIES

EMERY, MARGARET. "TELELECTURE COURSE FOR SOCIAL WELFARE WORKERS." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK.* ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

Margaret Emery describes a short-term course on services to elderly clients conducted by the Division of Social Work of the University of West Virginia. The program utilized the telelecture method, which permitted two-way discussion between speakers and groups located throughtout the state. The method is considerably less costly than other forms of audiovisual equipment. The focus of the program was not just to improve services to the aging, but also to develop an effective training method that could reach social workers in a large geographical region, especially those in isolated rural areas. The planning, implementation, and evaluation of the course are discussed. Planning included a continuing liaison with state agencies, taking into account training needs and agency activity. A quantity of resource material was collected from a variety of sources and made available to participants. Group meetings were held with public and private agency personnel, knowledgeable individuals, designated project site coordinators, and the aging themselves, in order to plan an effective curriculum. Arrangements were made with the local telephone company for the equipment and meeting sites selected. The four components of course evaluation are detailed. The evaluation findings indicate that participants were equally satisfied and dissatisfied with the telelecture method. Although a heterogeneous group was sought in project planning, the need emerged for more focused programs for smaller, more homogeneous groups.

LITRIO, JOHN. "CLOSED CIRCUIT TELEVISION: IMPLICATIONS FOR SOCIAL WORK EDUCATION." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK.* ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

Although its application to social work has been limited, the concept of closed circuit television (CCTV) as an educational tool has been utilized by medicine, and in particular psychiatry, for a number of years. This paper outlines the technical, logical, conceptual, and practical application of CCTV to professional social work education. The author details a small-scale, easily operated, and fairly easily maintained CCTV system that can be used either in a fixed location or as a portable unit, based on the methods used by the Graduate School of Social Work at the University of Texas at Arlington. He describes briefly the components of a CCTV system - lighting, camera equipment, console unit, monitors, special effects generator, videotape recorder, three-way T.V. monitor, and audio system. He stresses the necessity of a firm commitment to the system, allocation of funds, and the responsibility of one faculty member for purchase and maintenance of equipment. The CCTV system is flexible, efficient, and can be used both in the classroom and in the field. It was especially useful in practice sequences and in teaching treatment modalities, and made a significant impact in the research sequence. The author found that students became more involved in an assignment when CCTV was utilized. He discusses the difficulties encountered in faculty resistance to a new method and emphasizes that one of the least effective uses of CCTV is to replace a live lecturer.

THE UNIVERSITY OF WASHINGTON SCHOOL OF SOCIAL WORK MEDIA CENTER VIDEOTAPE CATALOGUE. SEATTLE, WASHINGTON: 1979.

This catalogue gives a brief description of each of the videotapes available at the University of Washington School of Social Work Media Center. Instructional electronic media materials are available in the areas of aging, chemical dependencies, children and adolescents, community organization, couples' counseling, death and dying, interviewing techniques, minorities, physical disabilities, psychopathology, sexuality, social issues, and women. Videotapes may be borrowed by any recognized educational or continuing education faculty and noncopyrighted materials may be purchased.

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ADULT EDUCATION TEACHING METHODOLOGIES

ABELS, PAUL. "AN EXPERIMENT IN SOCIAL WELFARE FORECASTING." IN *SOCIAL WORK CONTINUING EDUCATION YEARBOOK.* ANN ARBOR, MICH.: UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK, 1973.

This paper describes the attempt - on an abbreviated scale - to have the audience at a one-day conference on the future of social work attempt to predict the future of certain social welfare problems. The method used, the Delphi Procedure, is of specific interest, since it is a technique particularly suited to continuing education. A number of professions have begun to attempt to forecast the future in order to determine the direction for professional growth. The Delphi Procedure is basically a method used to obtain consensus from a number of people, and has been used extensively in technological forecasting. Utilizing a questionnaire, participants are asked to estimate the date of the specified event (i.e. elimination of poverty in the U. S.), an alternative date if certain other events were to occur, and the reasons for their specific time choice. The results are then tabulated, the median group determined, and the new information presented to the participants. The group then completes the questionnaire again in light of the new information. Given available time and a sufficient number of participants, this step may be repeated to further refine the decisions. As the range of responses narrows, the projections more and more tend to reflect the informed thinking of the group. The Delphi Procedure is generally viewed as one of the most valuable of the future forecasting techniques. It is particularly apt for obtaining consensus from planners and participants regarding the goals, objectives, and content of social work continuing education programs.

FOECKLER, MERLE M., AND BOYNTON, GERALD. "CREATIVE ADULT LEARNING-TEACHING: WHO'S THE ENGINEER OF THIS TRAIN?" *JOURNAL OF EDUCATION FOR SOCIAL WORK* 12 (FALL 1976): 37-43.

Using the analogy of a railway system, the authors develop a process model for adult learning and teaching. Social work education, like most adult education, consists of a pattern of structures and expectations that is based on the unnecessarily rigid and authoritarian experience of elementary education. The teaching-learning process advocated by the authors includes a variety of situations, roles, functions, processes, and interactions. Learning requires change and the ability to overcome fear of innovation. The most productive learning occurs in an environment that views students and teacher as colearners. Several important student and teacher variables are listed, as well as the rights, needs, and responsibilities of both teachers and students, which are perceived as being highly interrelated. In response to the great variety of learning patterns and student needs, utilization of the greatest number of learning and teaching resources is imperative. Several methods of teacher reaction to the different needs and educational expectations of the adult learner are discussed.

HYNES, WINIFRED J. *SOCIAL WORK MODEL FOR A WORKSHOP*. NORFOLK, VA.: NORFOLK STATE COLLEGE SCHOOL OF SOCIAL WORK, 1978.

This paper provides a social work process model for conducting a workshop. The author explores a number of definitions of a workshop, and gives a brief historical outline of its development. Knowles' andragogical model of adult education, Lippett, Watson, and Westly's Laboratory Training model, and Lewin's change agent process model are explained and compared. The stages of Lewin's model (unfreezing, moving, and freezing) provide the conceptual base for the author's social work model for a workshop. The model includes the following stages: (1) Unfreezing-Setting the Climate - establishing a climate conducive to learning which invites participants' involvement in planning precedes any other workshop activity; (2) Moving or Working Toward Change - includes diagnosing the learner's needs, setting objectives or contracting, planning or designing learning experiences, and conducting learning activities; and (3) Refreezing or Evaluating the Workshop - this determines to what degree learning objectives have been met, and produces suggestions for improving future workshop designs. A specific workshop format addressing the subject of casework techniques for contemporary practice is included. The presumption of learners' needs and learning objectives before the workshop meets does not preclude using this model. Ideas and suggestions for running a workshop are included.

SOMERS, LOUISE MARY. "DIMENSIONS AND DYNAMICS OF ENGAGING THE LEARNER." *JOURNAL OF EDUCATION FOR SOCIAL WORK* 7 (FALL 1971): 49-57.

"Teaching may be characterized as an activity aimed at the achievement of learning and practiced in such manner as to respect the student's intellectual integrity and capacity for independent judgment." Using this definition, the author attempts to explore one component of teaching, that of engaging the learner in social work education. She discusses three dimensions of engaging the learner in the teaching/learning transaction; a fourth, the knowledge component, is stated but not developed. The individual learner comes equipped with a variety of experiences and expectations. The most important for consideration by the teacher in the engagement of the learner are his or her motivation and capacity to learn and the effort or investment he or she is willing to make. A continuum of individual modes of learning and classroom or unit application is outlined, including inductive, deductive, and eclectic. Somers then details the group dimensions and dynamics in the nature and functioning of a teaching/learning unit, which she finds to be similar to other groups, but with learning as the primary goal. She feels that the teacher must be able to share his or her authority and power in order to engage the learner fully. The third dimension is that of the scope and dynamics which characterize the educational experience. The classroom or unit in social work education is a small social system within a larger one subject to both centrifugal and centripital forces. By viewing it in this way, these forces can be utilized to support a common purpose - that of learning.

SOUTHERN REGIONAL EDUCATION BOARD. *SELECTING APPROPRIATE INSTRUCTIONAL APPROACHES: CONTINUING EDUCATION IN MENTAL HEALTH.* ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

The purpose of this publication is to explore some of the benefits and limitations of the fixed and individualized curricula. A fixed curriculum is defined as the traditional approach in which objectives, content, and learning experiences are set forth in a standard package to all learners. The individualized curriculum is one in which the goals and objectives are set forth in rather specific terms, but the learning experiences and time frame are varied according to the needs of the individual learner. The two approaches are contrasted in terms of their characteristics, program needs assessment, setting program objectives, gaining sanctions, funding, promotion, methods of instruction, faculty, evaluation, and credentialing. The major characteristics of the individualized curriculum are: (1) the competencies to be learned are assessed individually for each learner; (2) the objectives are likely to have a strong affective aspect as well as knowledge and skills; (3) learning is largely experiential; (4) criteria and levels of performance are stated for each learner; (5) flexibility of time and content are typical; (6) programs are learner-focused, not teacher- or content-focused; (7) the teacher is a facilitator and counselor; and (8) the system is based on achievement, not activity or process. These factors make it particularly appropriate for much mental health continuing education because programs can be designed that are relevant to each practitioner's practice and practice problems. The fixed curriculum is still useful for disseminating standardized information to a large number of people.

PART FOUR

CONTINUING EDUCATION POLICIES AND RELATED REGULATIONS

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LICENSING AND PROFESSIONAL CERTIFICATION OF COMPETENCE

DERBYSHIRE, ROBERT C. "RELICENSURE, MANDATORY CONTINUING EDUCATION AND THE STATE REGULATORY AGENCY." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS,* ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

The author sees a rapidly developing trend in this country to do away with lifelong professional licensure by requiring relicensure linked to continuing education. Although this provides no guarantee of continued competence, it is a reasonable approach that has been tested on a small scale and found to eliminate a significant number of incompetent professionals without decimating professional manpower. Derbyshire traces the history of licensing laws and discusses the development of licensing boards, their composition, and their relationship to regulatory agencies. When relicensure is linked to continuing education, cooperation of the licensing board, professional associations, and universities is desirable. While requirements should not be too harsh, programs must be of high quality, flexible, and meet the professional's educational needs. Some of the problems licensing boards meet in the implementation of the law are discussed. Officials claim that legislators have not appropriated sufficient funds, and that the process of evaluating continuing education is tedious and time-consuming. The author does not feel that periodic reexamination or observation of professional performance by professionals are viable alternatives, and suggests that most licensing boards would accept the combination used by the American Board of Family Practice of reexamination, office audits, and continuing education.

ERIC CLEARINGHOUSE ON CAREER EDUCATION. *CERTIFICATION, CREDENTIALING, LICENSING AND THE RENEWAL PROCESS*. SEATTLE, WASH.: ERIC, 1976.

This volume contains the proceedings of a conference sponsored by the Northwest Adult Education Association, the Washington Continuing Education Association, and the ERIC Clearinghouse on Career Education. The conference dealt with the dilemma for adult education that certification requirements pose, and addressed the following questions: (1) Why licensure in the first place? (2) What are its social, economic, and political roots? (3) What are the standards for recertification and do they reflect needed competencies? (4) What professions today mandate continuing education as a part of relicensure? (5) If continuing education is a prerequisite, who establishes the curriculum and provides the instruction? (6) How do continuing educators relate to others in this renewal process, such as professional associations, state regulatory agencies, legislatures, interest groups, and other educational systems? (7) How do continuing education delivery systems obtain financial and personnel support to offer instruction? (8) To what extent is any given form of education used to franchise adults' participation in the economic reward system and also in the political and legal decision-making systems? (9) What are the current trends and forecasts for the future? A bibliography developed around these conference issues containing 46 annotations is included.

FRANDSON, PHILIP E. "GREATER ROLE FOR UNIVERSITIES IN SETTING STANDARDS FOR THE PROFESSIONS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

This paper addresses the controversy over the role of colleges and universities in the professional relicensing process, and deals with the question of who will ultimately control the content of laws regulating continuing education requirements for relicensing. The author feels that the professions should set their own standards and competency level, but for them to be totally responsible for continuing education would represent a conflict of interest. In matters regarding the law, public policy concerning licensing boards, continuing education, accountability, and performance evaluation, control must be shared with other concerned constituencies. In the author's view, the primary issues are: philosophy and ethics of the profession; law, including the right to practice; delivery of service to the public; accountability, both for service delivery and evaluation of performance and results; and continuing education of the profession. The university must play a key role in developing high standards in relicensing laws. It is from these institutions that research knowledge largely emanates and is disseminated, and continuing education is integrally linked to research knowledge. The professional association may set atandards, but the university must have the primary role in implementing continuing education. The university provides a multidisciplinary viewpoint and is a concentrated source of multidisciplinary knowledge. It is essential that state laws mandate the role of the university in planning, development, presentation, and evaluation of results for all aspects of continuing education programs leading to professional relicensure.

GREEK, WILLIAM J. "THE IMPACT OF MANDATORY CONTINUING EDUCATION REQUIREMENTS ON PROFESSIONAL ASSOCIATIONS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

The impact of mandatory continuing education on the professional association is the subject of this paper. The author prefers using the term "continuing study" to continuing education, since education implies the acquisition of knowledge with a resultant change in behavior. It cannot be assumed that exposure to new techniques and information will alter service delivery systems, but at the same time, Greek does not discount the value of informed professionals. He suggests that the professional associations be fully responsible,for mandatory continuing education requirements. They should establish minimum standards; identify competency; develop self-directed study material; and set performance capabilities. The professional association should create the market for continuing education, be responsible for what happens to the professional after career entry, and assure competence of professionals in the field. The following issues are identified: (1) what can be done when professionals join an association just to be certified and then drop out? (2) continuing education is not proven to be linked to competency, thus mandatory continuing education does not assure competency; (3) participants may be concerned mainly with whether the course content will help them pass the test, thus there must be a concern for good methodology on the part of both the association and the participants; (4) the need for uniformity of standards in continuing education requirements as many practitioners are licensed in more than one state; (5) how will mandatory continuing education deal with the coordination of requirements for the professional who is licensed by the state and certified by the association? (6) mandatory continuing education requirements should be applied in content not theory; course offerings should be problem-centered rather than subject-centered; and (7) the input and cooperation of educators with the professional association in planning continuing education offerings is crucial to success.

HOULE, CYRIL O. "EVIDENCE FOR THE EFFECTIVENESS OF CONTINUING PROFESSIONAL EDUCATION AND THE IMPACT OF MANDATORY CONTINUING EDUCATION." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

This paper attempts to deal with two questions. How effective is continuing professional education? How is that effectiveness changed when the education is made mandatory? Houle suggests that rather than investigate the process of education, which uses evaluative methods that are highly subjective, it is advisable to look at the end result, the practice of the profession. A great variability in the quality of practice is found, and it is widely assumed that one of the key factors in variable competence is the relative rapidity with which professionals adopt new ideas and practice. Several studies are cited on the adoption of innovation and how it is influenced by continuing education. A positive link is indicated between adoption of innovation and participation in continuing education programs; favorable attitude toward education; favorable attitude toward science; extent of contact with people whose function it is to bring about change; amount of exposure to mass media; openness to interpersonal channels of communication; extent of general social participation; cosmopolitanism; years of formal education; intelligence; and degree of specialization of practice. Objective evidence exists that continuing education is effective in changing practice. Some of the problems of mandatory continuing education are discussed, including the wide variety of penalties for noncompliance, the newness in most professions of the idea of mandatory continuing education, and the fact that the profit differs greatly from learner to learner. There is as yet no objective, easily administered way to measure the influence of a specific continuing education activity on the improvement of performance.

MALONEY, CELIA A. "LICENSING AND THE CONSUMER." IN *MANDATORY CONTINUING EDUCATION PROSPECTS AND DILEMMAS FOR PROFESSIONALS,* ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

This paper discusses the pros and cons of the licensing of professionals. Licensing may protect the public by having state authorities operate a quality control program, or it may raise prices to the consumer by having state authority sanction a restricted entry program. The restricted entry agreement against licensing is explained by using the example of a group of professionals seeking to raise prices by limiting output. The quality control agreement for licensing is based on three premises: consumers could suffer irreparable harm if certain professions were practiced by unlicensed persons, the markets for some professional services do not offer the opportunity to comparison shop or select by trial and error, and consumers are usually not able to evaluate the technical skills of professionals from whom they buy services. The findings of a number of studies are cited that support the restricted entry argument. There appears to be little evidence available related to quality control, perhaps because it is a less quantifiable argument. The question for policy makers is how much professional licensing can be eliminated or prevented without harming consumers and abdicating quality control responsibility? Increasing the number of consumers on examining boards, review of existing licensing examinations and board rules by an outside party, and refusing to extend licensing to a profession without clear-cut evidence that consumers are substantially harmed by incompetent practitioners, and that no other alternative would protect consumers are recommended. Registration and certification are briefly discussed as alternatives to licensing.

PENNINGTON, FLOYD C. "IMPACT OF MANDATORY CONTINUING EDUCATION ON THE PROGRAM DEVELOPMENT PROCESS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS,* ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

Following a brief discussion of the planning process, the author explores the major impacts that mandatory continuing education will have on the program development process and suggests that they be viewed from both the short-term and long-term planning perspective. First is an approval process both for types and amount of continuing education activity, and for sponsorship. It will be difficult for many forms of continuing education to assure their approval bodies that behavior has changed as a result of participation. The second impact is on instructional design. Planners must specify learning objectives in terms of desired change in participant behavior, and standardized learning packages might be developed from which members of the constituent group must choose to fulfill requirements. Approval of single programs rather than institutions may foster conformity that does not recognize the needs of the individual learner. Thirdly, with attendance required, planners may become marketers who are experts in advertising their wares with the danger that approval will be based on appearance rather than substance. Fourth, the administrative impacts of adequate numbers of sponsors to meet the profession's need for continuing education programs and record keeping are discussed. The final impact is cost. Quality continuing education programs are expensive and the question is raised as to who should bear the cost. The author believes that mandatory continuing education cannot fulfill the expectations of its advocates and that it may do more to improve planning and implementing educational activities than to change practice behaviors.

PENNINGTON, FLOYD C., AND MOORE, DONALD E., JR. "ISSUES RELATED TO MANDATORY CONTINUING EDUCATION FOR PROFESSIONALS." *THE NUEA SPECTATOR* (MARCH 1976): 5-8.

The authors define continuing professional education as a specialized form of adult and continuing education designed to meet the changing educational needs of practicing professionals. Generally, continuing education can be described as a learning activity that builds upon previous educational and occupational experiences which support a particular discipline, and is designed to increase competence in professional practice. This competence includes theories, principles, and practice information. The article addresses a number of issues relevant to mandatory continuing education from the perspective of the public, the professions, educators, and individual professionals. The issues are presented as questions regarding professional competence, monitoring, regulation, and evaluation of continuing education programs, obsolescense, quality professional service, and professional autonomy. The authors outline an approach to continuing education centered around efforts to determine who can most effectively deal with the interrelated problems of professional competence, obsolescence, and quality of service. They suggest that the university administration should agree to facilitate continuing education programs and provide the needed institutional commitment. The continuing education division should assume the responsibility of providing leadership, program development, management, and coordination of continuing education programs. The professional school should deal with subject matter and related research. The public should be responsible for maintaining appropriate pressure to assure them access to competent programs, and the government must be responsive to the public and the professions. Professional associations should develop standards for professional practice, identify competency, and set criteria to ascertain competency. The individual must assume personal responsibility for professional competence, and employers must provide time and financial support. The authors stress the danger of viewing mandatory continuing education as the only solution, rather than as a component of a larger system that is addressing public concern about professional competency.

RICHARDS, ROBERT K. "COMPETENCY BASED RELICENSURE." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

The author discusses the historic development and current status of relicensure and concludes that if relicensure of physicians (professionals) is to assure the public about practitioners who meet minimum standards of professional competence, only a competency-based approach will meet this objective. Mandatory continuing education and periodic reexamination are components, but will not work by themselves. A significant investment of funds and effort to define minimum competency levels, and to develop methods of evaluating performance will be necessary, as will cooperation between federal and state governments, professional education, and the organized profession. A competency-based relicensure system must: provide reasonable protection for the public, be acceptable to the organized profession, assure realistic standards and due process for the individual practitioner, and be within the resource capabilities that government and organized medicare are willing to assign to this function. The current trends in medical relicensure are of great importance since they seem likely to affect societal standards and processes for the public accountability of all licensed professionals. A model approach to competency based relicensure is presented. It is noted that professional autonomy is critically linked to the credentialing system in which the basic prerequisites and standards are established, and exclusive control may be tantamount to self-regulation.

ROCKHILL, KATHLEEN. "THE MYSTIQUE OF CERTIFICATION, EDUCATION, AND PROFESSIONALISM: IN THE STATE OF WHOM?" IN *CERTIFICATION, CREDENTIALING, LICENSING AND THE RENEWAL PROCESS*. SEATTLE, WASH.: ERIC, 1976.

The author sees mandatory continuing education as violating the basic tenets of the field - volunteerism, open access, learner involvement, multiple methods, and meeting the demands of multiple publics. She argues that although certification is based on the premise of protecting the public from poor service, in reality it furthers the interests of the profession and limits practice within most service areas. The negative results of certification are: (1) definition of social class and status; (2) the selecting out of people for jobs or to join the ranks of the unemployed; (3) determination of who will have access to knowledge; (4) the increase of public dependence on the service of experts; and (5) the perpetuation of a vast educational enterprise directed at turning out certificate holders rather than educated individuals. The trend toward mandatory continuing education is seen as the threat of compulsory lifelong education and with it the end of adult education as an open, voluntary educational activity. In opposing mandatory continuing education, the author examines recertification and its rapid growth, its relationship to professionalization and professional competency, and the dilemma it poses for adult educators. She suggests as an alternative, the development of a system of consumer competency in which continuing educators would build new linkages between consumers, regulators, and professional organizations; adapt the delivery of information to learners' needs; and create rewards for institutions that develop consumer competencies. Lay persons could then decide for themselves whether they need a service, and if so, choose among alternative services.

SCHUDEL, JACQUELINE. "IMPACT OF MANDATORY CONTINUING EDUCATION ON A STAFF DEVELOPMENT PROGRAM." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

Staff development's involvement in mandatory continuing education is the subject of this paper. In all professions the question of clinical expertise versus educational expertise in program development arises. Some contend that if you know the correct methodology of program development, you can write any program without much knowledge of the subject; others feel that subject matter expertise is imperative. The author sees a combination of educational background and clinical experience as most valuable. Assessment of learning needs in staff development is essential, as well as consideration of organizational needs. The examination of staffing patterns, centralized or decentralized approach, and voluntary versus mandatory participation are key factors in program planning. If continuing education is mandatory, there is a related obligation to make sure that a sufficient number of activities are available, thus sponsors other than staff development or in-service training departments should be considered. Priorities must center around ensuring competent practice in all areas of the profession, and meeting the changing needs of the institution. Knowledge, attitudes, and skills acquired and applied in the clinical area need to be evaluated on both a long- and short-term basis. A good working relationship must be established by members of the staff development department with all levels of institutional personnel. Although individual responsibility has been a characteristic of continuing professional education, staff development must share this responsibility, and provide an environment that fosters self-direction. Efficient monitoring of individual practice requires structure as well as flexibility, and documentation of continuing education participation is essential. A model program for a clinical ladder concept of staff development is described.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. *REPORT ON LICENSURE AND RELATED HEALTH PERSONNEL CREDENTIALING*. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1971.

This volume is a report by the Secretary of HEW to Congress identifying the major problems associated with licensure, certification, and other qualifications for practice or employment of health personnel, together with a summary of the activities of federal agencies, professional organizations, and others toward alleviating these problems. Chapter IX, "Continuing Education," discusses mandatory continuing education for relicensure in various health and allied professions throughout the states. A number of obstacles are identified, including: (1) licensure can only be granted by a government agency, and the extension of government jurisdiction over professional activity should only be undertaken after careful planning for safeguards against abuse; (2) with increasing specialization of professionals, under present licensing laws continuing education or reexamination in a specialty probably could not serve as a basis for relicensure that permits practice outside the specialty area; (3) many existing continuing education programs would be inadequate in content and distribution to serve as a basis for relicensure; new programs would have to be developed that are tailored in time, location, and content to professionals; (4) mechanisms for accrediting continuing education programs would have to be developed; (5) provisions would have to be developed for those whose work did not permit participation in educational programs; (6) the organizations responsible for accrediting and conducting continuing education programs would assume a new importance; (7) could the health manpower system compensate if a significant number of practitioners failed or chose not to apply for relicensure? and (8) questions of cost and logistics.

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ACCREDITING PROVISION OF CONTINUING EDUCATION

BURSON, JEANNE. "ACCREDITATION OF CONTINUING EDUCATION PROGRAMS FOR PROFESSIONALS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS,* ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

As a background for examining the accreditation process, the rationale for continuing education is briefly discussed. In essence, this rationale is a combination of rapid technological progress, complexity of equipment, sophistication of procedures, and growing demand for professional accountability. However, there is considerable evidence of the failure of continuing education, especially when it is mandatory. People can be coerced into attending continuing education programs, but the acquisition of knowledge and resultant change in service delivery cannot be forced. Nevertheless, since accountability demands quantifiable evidence, continuing education is seen as the easiest, most accessible method for documentation in evaluating accountability. This acceptance has created the need for a uniform method of accrediting and recording continuing education activities. Accrediting can be defined in a number of ways. For some time the professions have used the definition of accepting as satisfactory, but with increased pressure for accountability, the interpretation is beginning to move toward a more measurable definition, such as fulfilling requirements or conforming to a standard. One profession's response to the problems of accreditation is examined - the Professional Acknowledgement for Continuing Education of the American Society of Medical Technology. The system of program accreditation is based on the national continuing education unit. Each course offering must be examined by the entire accreditation subcommittee and meet the requirements of being: necessary, well-planned, designed with properly stated participant objectives in mind, complete with evaluation component to insure that participants have really learned something, and presented by persons who are qualified to instruct the particular subject matter. A detailed description of the process is given.

GREFFE, DALE C. "PROBLEMS IN THE ADMINISTRATION OF MANDATORY CONTINUING EDUCATION REQUIREMENTS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS*, ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

Greffe prefers to view mandatory continuing education requirements as "mandatory professional development" requirements. This paper deals with the administrative problems centered around these requirements. The greatest problem will be the complete identification of all activities that qualify as continuing education. Some of the issues that must be addressed are: (1) Will continuing education be limited to formal course work taken under college-controlled classes? (2) Will such devices as seminars and noncredit short courses have educational value? (3) Will it be possible to meet continuing education requirements through high-level professional practice? (4) Does the experience gained while directing the professional work of others have educational value? (5) Will the publication of technical material meet some or all of the requirements? (6) Will attendance at technical meetings and participation in their programs have educational value? and (7) Will it be required that continuing education experiences relate directly to the professionals' area of expertise or field of practice? It will be necessary to identify each type of professional activity in terms of its educational value. A system to verfity all claims for continuing education credit must be developed that is capable of recognizing the value of educational experience in terms of the professionals' need to keep their practice up-to-date. Such a system should be administered by the State Department of Registration and Education. It should be complex enough to be effective, but simple enough to be administratively feasible.

HERMAN, RICHARD G. "CURRENT STATUS AND FUTURE DIRECTIONS: SPEAKING FOR THE PROFESSIONAL ORGANIZATION." IN *CONTINUING EDUCATION FOR SOCIAL WELFARE PERSONNEL: REPORT ON A WORKSHOP IN CONTINUING EDUCATION*. NEW YORK: NATIONAL ASSOCIATION OF SOCIAL WORKERS, 1969.

The author briefly describes the National Association of Social Workers' history, responsibilities, commitment to the profession, and some of its continuing education activities. The association believes that its primary continuing education concerns should be: (1) identifying the needs of its members; (2) stimulating its members' interest in continuing education and in resources that can meet their needs; (3) providing leadership through direct and jointly sponsored continuing education activities, and by providing consultation when necessary; and (4) in setting standards and evaluating results. Standard-setting for the purposes of recertification would involve: defining what is meant by professional development and continuing education, establishing criteria for programs sponsored under a variety of auspices, and initiating some system of review of these programs. A recertification plan also presents such issues as: (1) whether testing or some other method is the best way for the National Association of Social Workers to obtain evidence of a member's professional competence; (2) whether courses taken for credit, but not within a school of social work, should be considered as contributing to professional development; (3) whether a practice experience undertaken by a faculty member should be considered as contributing to his or her professional development; and (4) whether nontraditional kinds of job experience require special consideration.

SELDEN, WILLIAM K. "PROFESSIONAL STANDARDS, COMPETENCY, AND CONTINUING EDUCATION: ROLES AND RESPONSIBILITIES OF PROFESSIONAL ASSOCIATIONS." IN *MANDATORY CONTINUING EDUCATION: PROSPECTS AND DILEMMAS FOR PROFESSIONALS,* ED. DONALD E. MOORE, JR. URBANA, ILL.: UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, 1976.

In this paper Selden examines the roles and responsibilities of the professional association regarding professional standards, competence, and continuing education. The traditional concept of a profession is defined, and a number of factors making continuing professional education essential are discussed, including the expansion of scientific knowledge, specialization, and changes in service delivery systems. The author views the professional association as being in a position of conflict of interest because while it is committed to providing the best professional service, it also is committed to protecting the economic and political welfare of its members. Public awareness of this conflict has been increased by strikes and unionization; minority political pressure, including women; public disenchantment with rising costs for professional services; and the frequent provision of services in an organizational setting. Three alternatives for the professional association in the area of competency and continuing education are suggested: the professional association retains complete control, the government legislates and regulates, and shared responsibility. The author sees shared responsibility as the only way to reach the following goals: (1) access to service by competent, qualified personnel; (2) cooperation between the professions in providing service; (3) continuing competence of professional personnel; (4) fair and reasonable compensation for professional service; (5) a minimum of conflict of interest in establishing professional standards and education; (6) a balance between federal, state, and local government; and (7) a balance between civil government and the private sector. Finally, a warning is issued that great care must be taken not to make continuing education mandatory without assurance of its validity for continued competence.

SOUTHERN REGIONAL EDUCATION BOARD. *SANCTIONING AND CREDENTIALING CONTINUING EDUCATION IN MENTAL HEALTH.* ATLANTA, GA.: SOUTHERN REGIONAL EDUCATION BOARD, 1977.

The authors indicate that with the expansion of the mental health delivery system, and especially with increased funding, there has arisen a public demand for accountability to assure quality care and service at a reasonable cost. Since personnel salaries comprise 70 percent of most mental health budgets, the focus on quality is turned toward the manpower delivering the services. The traditional marks of quality have been academic degree, licensing, certification, and registration. The problem arises with the assumption that these credentials are good for a lifetime. The authors indicate that it is now commonly accepted that these credentials are not sufficient to maintain practice competence or to prepare for new practice roles. The major route to overcoming professional obsolescence and preparing for new roles is continuing education. It is suggested that much more attention must be paid to the whole matter of quality continuing education by the various providers. Continuing education should be much more intensively programmed, with careful needs assessment, clear educational objectives, structured educational programs, and quality evaluation. There is a need for greater sanction of the whole continuing education endeavor by the leadership of the components of the mental health field. Recognition, support, and specific organizational attention to continuing education programs must be given by academia, professional associations, and mental health agencies. The trend from voluntary to mandatory attendance as a requirement for licensing recertification of job promotion necessitates examination of the issues of credentialing in continuing education. Participants must be awarded recognizable credits and a mechanism must be developed to accredit programs. This report examines the subjects of sanctioning and credentialing and addresses recommendations to 12 specific issues.

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APPROVAL OF CONTINUING EDUCATION PARTICIPATION, RECORDING PARTICIPATION, AND CEU

ANDREWS, GROVER G. "ACCREDITATION OF ADULT EDUCATION PROGRAMS IN HIGHER EDUCATION," *ADULT LEADERSHIP* 22 (APRIL 1972): 361-62.

On December 1, 1971, the College Commission of the Southern Association of Colleges and Schools adopted and extensively revised its standard on special activities which deals specifically with adult education, continuing education, extension programs, and all nontraditional study programs that may be developed. The revision was the result of a two-year study of the 561 member institutions to determine their status and interest in continuing and adult education. Analysis revealed extensive interest in nine definable program areas that resulted in guidelines with specific criteria for: (1) administration and organization, (2) finance, (3) faculty, (4) students, (5) degree granting, (6) nontraditional study, (7) off-campus classes and units, (8) independent study, (9) conferences and institutes, (10) media instruction, (11) foreign travel and study, and (12) special on-campus programs. The revised special activities standard defines the continuing education unit, and regulates the number of units granted. It specifies that all nontraditional programs must be compatible with the educational intent of the sponsoring institution, and be considered in the evaluation for accreditation.

GLANCY, KEITH E. "THE CONTINUING EDUCATION UNIT - A NEW TOOL FOR ADULT EDUCATORS." *ADULT LEADERSHIP* 21 (MAY 1971): 10-12.

The development of the continuing education unit (CEU)by the National Task Force on a Uniform Unit of Measurement for noncredit continuing education programs is the subject of this article. The CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, and represents a viable, easily computed measurement applicable to a variety of continuing education programs. The author views the CEU as a tool for adult educators that will facilitate the collection of accurate, consistent data. The issues of protecting the value of the CEU and establishing methods of evaluating the level of presentation and student participation are discussed. A pilot project designed to test the practical application of the CEU was conducted in 18 institutions during the 1970-71 academic year.

GLANCY, KEITH E. *THE CONTINUING EDUCATION UNIT: PILOT PROJECT REPORT.* WASHINGTON, D.C.: NATIONAL UNIVERSITY EXTENSION ASSOCIATION, 1971.

During the 1970-71 academic year, the National University Extension Association conducted pilot programs on the application of the continuing education unit (CEU) in 14 institutions. This sampling of over 600 activities involving more than 28,000 participants provided a fair representation of the major types of continuing education programs offered by universities. The main problem that emerged was the difficulty in determining individual attendance, and thus who should be awarded the CEUs. There appeared to be a danger of diluting the value of the CEU, and of awarding units without adequate information regarding individual participation. It was suggested that more emphasis be placed on "satisfactory completion" of the activity. Most participants felt that the CEU had great potential that only could be realized with wider recognition. That the CEU met with general acceptance was considered a significant accomplishment. Excerpts from student and sponsor comments on the use and application of the CEU are included.

GROGAN, PAUL J. "RECOMMENDATION: ESTABLISH A CREDIT NORM FOR CONTINUING EDUCATION." *PERSONNEL ADMINISTRATOR* (SEPTEMBER-OCTOBER 1970): 1-7.

The repercussions of the knowledge explosion require continuing education programs to determine and maintain skills, and to be aware of a continually changing frame of reference. Grogan proposes the following seven consecutive steps, which represent the orderly adaptations that institutions and society need to make to facilitate the establishment of a uniform, national system for measurement and recognition of participation in noncredit continuing education: (1) define continuing education, (2) recognize the continuing education unit (CEU), (3) define the CEU, (4) encourage wide adoption of the CEU, (5) encourage standardized descriptions of continuing education activities, (6) establish a system of transferable, individual records for all continuing education students, and (7) maintain a performance evaluation record for continuing education students (optional). The author anticipates that the more meaningful forms of professional recognition based on continuing education participation will dictate their own methods of performance evaluation.

GROGAN, P. J. *THE CONTINUING EDUCATION UNIT*, CONTINUING EDUCATION STUDIES MONOGRAPH NO. 6. NEW YORK: AMERICAN SOCIETY FOR ENGINEERING EDUCATION, 1972.

After defining continuing education and the continuing education unit (CEU), the author sets forth the premise that the single, simple modular concept of CEU can serve to bind together the diverse definitions of continuing education, and be applied with ease and universality to existing programs. The CEU is easily recognizable. It is equally suited to all levels of content, and to all formats that are legitimately sponsored. The CEU permits continuous evaluation and development of curricula, and multiple sponsorship. The qualifications for sponsorship include: (1) some form of license, charter, or authority to offer continuing education programs, (2) subject expertise, and (3) a commitment to establishing and maintaining a readily accessible, individual record of CEUs awarded. By assisting user groups in establishing educational parameters, sponsors of continuing education programs can encourage the widespread adoption of the CEU.

KAPLAN, ANN C., AND VERI, CLIVE C. *THE CONTINUING EDUCATION UNIT, INFORMATION SERIES NO. 1.* WASHINGTON, D.C.: ERIC CLEARINGHOUSE ON CAREER EDUCATION, 1974.

As a response to the demand for retraining and an education system that makes social and technological change comprehensible, the National Task Force on the Continuing Education Unit developed "The Continuing Education Unit Criteria and Guidelines," which defines, develops, and implements a uniform measurement. This publication, intended for use in conjunction with the Guidelines, examines briefly and factually the history, basic concepts, areas of application, various record systems, and current areas of controversy in the use of the continuing education unit (CEU). It is suggested that in relation to its own needs, an institution should: (1) define continuing education, (2) recognize the CEU, (3) define the CEU, (4) encourage wide adoption of the CEU, (5) encourage standardized description, (6) establish a record system, and (7) maintain performance evaluation if desired. An annotated bibliography is included.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION. *THE CONTINUING EDUCATION UNIT: AN INTERIM STATEMENT OF THE NATIONAL TASK FORCE.* WASHINGTON, D.C.: NATIONAL UNIVERSITY EXTENSION ASSOCIATION, 1970.

This statement outlines the progress of the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. The continuing education unit (CEU) is defined, along with its purposes and objectives. The CEU is designed to communicate the continuing education experience, and is intended to serve all interests. It is expected to provide not only a record for the individual student, but a measure that can be utilized by the sponsor to determine the quantity of its own activity, and to accumulate national, statistical data on continuing education heretofore unavailable. The administrative requirements are detailed, as are suggested applications of the CEU, practical guidelines for deciding when the CEU should be offered, and methods for determining the number of CEUs to be awarded. The rationale set forth for utilizing the CEU suggests no attempt to standardize or change existing continuing education activity, but rather that the strength of the CEU lies in its variety and adaptability.

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